

ROYAL COMMISSION ON THE PUBLIC SERVICES IN INDIA.

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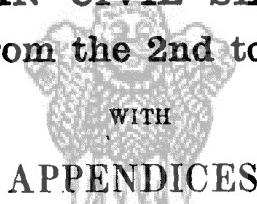
APPENDIX  
TO THE  
REPORT  
OF  
THE COMMISSIONERS.

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Volume XI.

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MINUTES OF EVIDENCE  
RELATING TO THE  
INDIAN CIVIL SERVICE  
Taken in London from the 2nd to the 18th July 1913,



WITH  
APPENDICES.

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Presented to both Houses of Parliament by Command of His Majesty.

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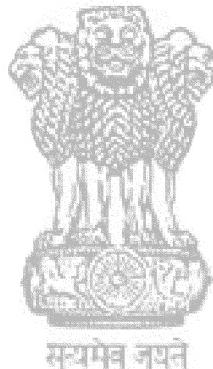
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ROYAL COMMISSION ON THE PUBLIC SERVICES IN INDIA.

MINUTES OF EVIDENCE

TAKEN BEFORE THE

ROYAL COMMISSION

ON THE

PUBLIC SERVICES IN INDIA.

At 12, Queen Anne's Gate, London, S.W.

Wednesday, 2nd July 1913.

FIFTY-FOURTH DAY.

PRESENT :

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.

GOPAL KRISHNA GOKHALE, Esq., C.I.E.

WALTER CULLEY MADGE, Esq., C.I.E.

FRANK GEORGE SLY, Esq. C.S.I.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

PROCEEDINGS of a CONFERENCE held at 12, QUEEN ANNE'S GATE, LONDON, S.W.,  
on WEDNESDAY, JULY 2ND, 1913, between the MEMBERS of the ROYAL COMMISSION and  
the RIGHT HON. the MASTER OF THE ROLLS and the RIGHT HON.

LORD JUSTICE SWINFEN EADY.

53,145. *The Master of the Rolls* began by explaining that neither he nor Lord Justice Swinfen Eady would be at liberty to say anything which would bind the Council of Legal Education on any question of policy. As individuals, however, they would be happy to answer any questions.

53,146. Is the following course of law suitable for a two years' course, and if not, what alterations are desirable?—A.—General Jurisprudence : (i) Blackstone's Commentaries ; (ii) Austin's Jurisprudence ; (iii) The Institutes of Justinian ; (iv) Maine's Ancient Law ; (v) Mackenzie's Studies in Roman Law ; (vi) Bentham's Theory of Legislation. B.—Law of Evidence : (i) The Indian Evidence Act ; (ii) Pitt Taylor's Treatise on the Law of Evidence. C.—Law of India : (i) The Code of Civil Procedure ; (ii) The Indian Penal Code ; (iii) The Code of Criminal Procedure ; (iv) The Indian Law of Contracts ; (v) The Intestate and Testamentary Succession Act ; (vi) Hindu Law ; (vii) Muhammadan Law. Simultaneously the candidates to attend courts and supply the following detailed reports, with an analysis and notes in each case:—First Periodical Examination : Seven reports of police court cases of a stipendiary magistrate, embracing cases in which the magistrate exercised final jurisdiction and cases which he committed for trial. Four civil cases of a county court in which the parties were represented by counsel. One separate report of

the whole business, of whatever kind, transacted in a police court during one day. Second Periodical Examination : Five reports of civil actions in the superior courts of London in which the defendant was represented by counsel. Third Periodical Examination : Three reports of civil cases of importance tried before special juries in the Superior Courts of London. Three reports of criminal cases of importance tried before juries in the Central Criminal Court and selected for some special quality such as the gravity of the offence, the nature of the evidence produced, the number of the prisoners, etc. Final Examination : One report of the investigation before a London police magistrate of a grave criminal charge ending in committal. One report of the whole business, of whatever kind, transacted in a London police court in one day. Two reports of important civil cases tried by a special jury in London. One report of a case heard in the Judicial Committee of the Privy Council on appeal from India.

*The Master of the Rolls* considered that Roman law should be omitted, and that some of the books should be replaced by more modern ones. He did not himself object to the inclusion of Austin's "Jurisprudence," or of Blackstone's "Commentaries," which were in many ways classics, but they were not up to date. On constitutional questions it was now necessary to read Dicey. Subject to

2nd July 1913.] The Right Hon. the MASTER OF THE ROLLS and the  
Right Hon. LORD JUSTICE SWINFEN EADY.

[continued.]

these criticisms, however, he thought no fault was to be found with the two years' course of study indicated.

*Lord Justice Swinfen Eady* concurred generally, but said that, after consulting the Director of Legal Studies attached to the Council of Legal Education, he would suggest specifically the omission from the scheme of the "Institutes of Justinian" and Mackenzie's "Studies in Roman Law." He would keep Austin's "Jurisprudence," though not as the sole book on the subject, but would strike out "Blackstone's Commentaries," which had been superseded by more modern books. He also suggested the introduction of the following books: Courtney's "On the Constitution of the United Kingdom," Dicey's "On the Law of the Constitution," Holland's "Elements of Jurisprudence," Salmon's "Jurisprudence," a comparatively new book, and Maine's "Village Communities."

53,147. What modifications, if any, would be necessary if the course were extended to three years?

*The Master of the Rolls* said that if the course was continuous, it was probably sufficient, but that students might supplement it by attending the courts.

*Lord Justice Swinfen Eady* suggested that, if there was to be a probationary course of three years, the students might utilise the time to take the full course of legal studies necessary to be called to the Bar. There would be twelve terms in the three years, and picked men of the class the Commission were dealing with would be above the average in point of ability, and therefore able to take the course quite conveniently.

*The Master of the Rolls* said that that could be done, but he was not disposed to make compulsory any other course than that already put forward, which he thought good enough for the purpose. The best men would probably desire to be called to the Bar, and would take the ordinary examinations.

*Lord Justice Swinfen Eady* added that the lectures, which were given by the Council of Legal Education, were open not only to Bar students but to others on payment of a small fee.

53,148. Should the course be undergone (a) at the Universities, (b) at the Inns of Court, or (c) at a separate institution in or near London?

*The Master of the Rolls* thought the idea of a separate institution in or near London altogether out of the question. It was eminently desirable that men, who were studying the law, should mix with other students, who were devoting themselves to the same pursuits. He did not wish to disparage what went on at the Universities, but considered that the Inns of Court in the neighbourhood of the Courts of Justice was the proper place.

*Lord Justice Swinfen Eady* pointed out that part of the course prescribed, such as attending courts and taking notes of cases, necessitated

the student being in London. He agreed with the Master of the Rolls that a separate institution was out of the question, but it would, he thought, be possible for University men to attend the Courts during their vacations.

53,149. Would instruction in the general principles of law or in the special Indian codes be likely to form the better groundwork for the training of a member of the Indian Civil Service?

*The Master of the Rolls* said that, though there were great advantages in studying the codes, the tendency would always be to learn them by heart. They could not furnish the instruction in legal principles which was required. He was, therefore, clear in his own mind that instruction in the general principles of law was to be preferred.

*Lord Justice Swinfen Eady* concurred and added that it was a knowledge of the general principles of law that enabled men to apply their minds to all the various problems which arose.

53,150. Should reading in Chambers be preferred to any other scheme of study for officers already in the Indian Civil Service before taking high judicial office? If so, what type of barristers' chambers is recommended? And what agency would be suitable for the selection of the barristers in question?

*The Master of the Rolls* doubted whether reading in chambers was the best method to be adopted by an Indian civilian who, after spending five or six years in administrative work, elected for judicial work and came back to England to study for a year or eighteen months. The best course to be adopted under those conditions would probably be to attend the courts, and to listen to the cases being tried there. At the same time if such a scheme were introduced, the important thing was to find the right chambers. A knowledge of real property law, for example, would be of no use to a man in India, and such chambers would have to be avoided, but chambers, where a man was practising common law and something of criminal law, or even equity chambers, might be very desirable. At Lincoln's Inn a fund had been established, in memory of King Edward, to give a certain number of men, selected partly for their abilities and partly for their comparative poverty, an opportunity of reading in Chambers, and the scheme appeared to be working well, but the man, with whom the students read, was an approved man.

With regard to the question as to what agency could be made available for the selection of suitable barristers, he mentioned that the method at Lincoln's Inn was to entrust the decision to a small committee of three, who dealt with the matter with perfect secrecy and confidence. It would not do to allow a man to take any barrister he chose, because there were men at the Bar who were merely coaches. Any chambers to be of use should be chambers in which mere cramming was no part of the instruction given.

2nd July 1913.] The Right Hon. the MASTER OF THE ROLLS and the  
Right Hon. LORD JUSTICE SWINFEN EADY.

[continued.]

*Lord Justice Swinfen Eady* explained that reading in chambers did not necessarily cover only book work. It had a more practical side as well. On the merits of the case he entertained the view that such reading, though highly advantageous, was not absolutely essential for the man who would ultimately occupy a judicial position in India. But, if the judicial officer in India had to do a great deal of drafting of opinions and rules, reading in the chambers of an equity draughtsman or conveyancer would, of course, be useful. The type of barristers' chambers to be recommended depended upon the class of work which the student would be engaged upon in India. Possibly he might divide his time between two classes of chambers, and read for six months on the Common Law and six on the Chancery side. In any case it was of importance to avoid the chambers of a barrister who was a coach. He should be, by choice, a man who was doing substantial work of the class which the pupil desired to study, but who was not so overburdened with cases that he was unable to give any time to his pupils. The difficulty of finding such men was considerable, and called for special knowledge. At the Inner Temple students were helped by studentships to read in chambers, and the selecting body was a small committee. He could not help thinking that the Council of Legal Education might be willing to advise, but could not pledge them in any way.

*The Master of the Rolls* said he should be quite prepared to bring the matter before the Council of Legal Education and to ascertain their views.

53,151. Should a call to the Bar be aimed at?

*The Master of the Rolls* thought a call to the Bar advisable, but pointed out that this could not be secured merely by a year and a half or two years' study. At least two and three-quarter years were needed for the full course, but in certain circumstances one or two terms could be remitted to men who obtained studentships. If a man did not begin to read at the Inns of Court until he was 26 or 27 it was hardly possible that he would be able to spend three years in England. It might, however, be pointed out to him in his probationary period how useful a call to the Bar would be, and the needful could be done then.

*Lord Justice Swinfen Eady* said his view was that, if men could come to England for a sufficient time, they should aim at a call to the Bar. At the Inns of Court there were often applications from men, both in the Colonial services and in India, to dispense with certain terms on the ground that, if that were done, they would be able to spend sufficient time to obtain their object, but personally he did not think it was expedient to dispense with terms under those conditions.

53,152. Would the Council of Legal Education undertake to supervise the course

of study undertaken, or, if necessary, to institute some examination for those who have passed through it?

*The Master of the Rolls* said that this was a matter for the Council, and he would undertake to bring it before them at their next meeting. His impression was that it was strictly cognate to the duties of the Council, although at present it was only a body deputed by the four Inns to regulate the examination of their own students. He thought, however, it was possible the Council might, with the sanction of the four Inns, undertake that duty, though he could not commit them.

*Lord Justice Swinfen Eady* said the Council of Legal Education undertook tuition as well as examination, and Mr. Blake Odgers had been specially appointed to supervise the courses of study. In addition to the examinations, which were essential for a call to the Bar, there were also examinations instituted by the Council for the purpose of discovering what progress the students were making in their studies. There were term examinations, which were entirely optional to the students, but it would be quite open to the India Office or to anyone governing the matter to stipulate that their students should present themselves at those examinations. He did not know in what respect the existing examinations might be considered sufficient for the purpose. The examinations for a call to the Bar were held at varying dates on special subjects; some of the examinations were taken in different subjects from time to time, and a collective examination was taken for the Final. The term examinations were on the subjects of the lectures given during the term by the Professors and by the Readers, who themselves examined the students on the subjects in which they had lectured. Certificates were given to the students who satisfactorily passed the examinations, and prizes were also awarded. This system had been instituted quite recently.

*The Master of the Rolls* believed some of the Government departments stipulated for the term examinations. The Colonial Office, which made their students an allowance, and desired some evidence to show how they were working, accepted the certificate of the Council of Legal Education that a term examination had been passed.

*Lord Justice Swinfen Eady* thought that a development of this system would probably meet the suggestion involved in the Commission's questions, as there was a very careful record taken of every student attending the lectures. He added, in reply to Mr. Sly, that a civilian, who came to England for a period of a year or eighteen months, might well spend half his time in reading in chambers and the other half in attending lectures under the auspices of the Council of Legal Education. As the lectures occupied almost the whole of the day it would be better for a man to give a full six months to the lectures and spend twelve months in chambers.

*2nd July 1913.] The Right Hon. the MASTER OF THE ROLLS and the Right Hon. LORD JUSTICE SWINFEN EADY.*

[continued.]

53,153. What arrangements should be made for meeting the expenses incurred by members of the Civil Service undergoing such a course.

*The Master of the Rolls* considered that the matter was outside his province.

53,154. At what stage in an Indian civilian's career should he be posted finally to the judicial line?

*The Master of the Rolls* thought an answer to this question was also outside his province.

*Lord Justice Swinfen Eady* was afraid he did not know sufficient about the matter to offer an opinion that would be of much value. All he would suggest was that, immediately after his probation, a man was not in a position to exercise an effective choice, but that seven or eight years was too long a period for him to wait to do so. It was expedient that those who were to occupy a judicial position should attain it at as reasonably early a period as possible, and before their minds had taken an executive bent.

53,155. What is the possibility of securing qualified English barristers in England to take up junior appointments in the judicial line in India on salaries commencing at about 1,400*l.* per annum?

Both *The Master of the Rolls* and *Lord Justice Swinfen Eady* agreed that the supply of suitable men would largely exceed the demand. They would be men of similar study and experience to the County Court Judges. They added that there was no body which could appropriately advise the authorities, as to who would be suitable candidates. It was usual in such cases to seek recommendations unofficially and confidentially, and this was the only safe practice.

53,156. Can information be given with regard to the arrangements in force for the

legal education of members of the Colonial Civil Service?

*The Master of the Rolls* said he had brought with him a paper\* entitled "Regulations respecting the Training and Examination in Law of Assistants in His Britannic Majesty's Consular Service for China, Corea, and Siam, during their residence on furlough in England," and would leave it with the Commission. He did not know whether the regulations with regard to the Colonial Office were similar.

*Lord Justice Swinfen Eady* said they had written to the Colonial Office but had received no answer. The document put in by the Master of the Rolls gave the course, but he did not know whether it was the one that was still in force.

*The Chairman* having thanked their lordships for attending, the Conference closed.

53,156A. The following letter dated July 24th 1913 was subsequently received from the Right Hon. the Master of the Rolls :—

At a meeting of the Council of Legal Education this afternoon I brought before them the matters referred to in questions 53,150 and 53,152, and I am authorised to state that the Council will be prepared to consider with favour any proposals which may be submitted to them by the Commission for the supervision of the course of study undertaken by, and the examination of, the students referred to, and for the recommendation by the Council of barristers in whose chambers students may read with advantage.

(Adjourned to to-morrow at 10.30 a.m.)

*Vide Appendix No. I.*

## At 12, Queen Anne's Gate, London, S.W.

Thursday, 3rd July 1913.

### FIFTY-FIFTH DAY.

#### PRESENT :

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

SIR VALENTINE CHIROL.

MAHADEV BHASKAR CHAUBAI, ESQ., C.S.I.

ABDUR RAHIM, ESQ.

GOPAL KRISHNA GOKHALE, ESQ., C.I.E.

WALTER CULLEY MADGE, ESQ., C.I.E.

FRANK GEORGE SLY, ESQ., C.S.I.

M. S. D. BUTLER, ESQ., C.V.O., C.I.E. (*Joint Secretary*).

Surgeon-General Sir RICHARD HAVELOCK CHARLES, G.C.V.O., M.D., President of the Medical Board at the India Office, called and examined.

53,157. (*Chairman*.) You are the President of the Medical Board at the India Office?—I am.

53,158. Could you tell us how the Medical Board at the India Office is constituted?—It consists of a president and a member, both of

whom have had Indian experience. The member changes every third year and the president at the age of 65, if he lives to that time.

53,159. What are the precise duties of the Board in connection with candidates for the

3rd July 1913.]

Surgeon-General Sir R. H. CHARLES.

[continued.]

various Indian Services?—The Board examines every individual who is going to serve the Government of India in India, except the members of the Indian Civil Service. The Board only sees the members of the Indian Civil Service when they are sent home from India on medical certificate—that is, after they have entered the Service.

53,160. Are the members of the Indian Civil Service on entry to that Service examined by a physician appointed by the India Office?—Not appointed by the India Office, but I think by the Civil Service Commissioners, who have nothing to do with the India Office.

53,161. Are there no other Indian Services for which you do not examine?—The officers of the Indian Army are passed by the War Office. They first enter Sandhurst, and then the Indian Army, and so they do not come before us. But once they have entered the Army they come before us.

53,162. I was thinking rather of Services such as the Public Works, Forests, &c.?—We examine those who are going into the Public Works, the Ecclesiastical, the Railways, and other Departments as to their fitness for entering into the Service.

53,163. Is the standard by which you work for passing the candidates you examine the same as that in force for the candidates for the Indian Civil Service?—I do not know. I have never been able to find out by what standard they are tested. We have often asked, for instance, with regard to the question of eyesight, what the standard is, because we have seen men coming before us who had been admitted much below our own standard, and we did not understand how they got into the Service. Our own standard is to be found in this pamphlet,\* which I now put in, entitled "Regulations as to the Physical Examination of Candidates for appointments under the Government of India."

53,164. Have you any returns of the men who are invalidated after a few years in India, men whom you have yourselves passed?—No, I have none prepared, but taking them all in all I think they are fairly satisfactory. I have had considerable experience in examining men going out to merchants' offices in Bombay, Madras, and Calcutta, or to Ralli Brothers, or going up country, and I think the standard we have at the India Office compares quite well with that exacted from men in business. Of course there is a leakage. There are chances against which one cannot provide.

53,165. But you would say that the number of those who are invalidated after a few years in India is comparatively small?—Yes. We have had some, for instance, in the Marine Department, but then their conditions are very bad. A youngster who has been always at sea in the healthy regions of the world, after he has got out into the Marine, and has had two or three years in the Bombay Docks, is in a shocking condition from malaria, and we have

had several whose constitutions have broken down.

53,166. Does your examination take note of the particular occupation for which the candidate is intended?—Always. A man who is fitted for one part would not be necessarily fitted for another. For instance, we are much easier on a man in the ecclesiastical than we are on men in certain other departments.

53,167. Does your examination take note of those particular diseases or ailments to which Europeans in India are peculiarly liable?—We base most things upon that, with common sense.

53,168. Does your medical examination take place prior to the main examination or subsequent to it?—Take the Public Works, where there is a Board of Selection. They may select twenty or thirty candidates who are sent to the Board and examined by us, and we possibly reject three or four or five. Then they choose a number to replace these and we examine the new ones and thus fill up the vacancies. But in no circumstances do we examine previous to the first selection.

53,169. Could you tell us what your view would be as regards a proposal, which has been made to us, that recruits for the Indian Civil Service should go out to India earlier than they do at present, that is to say, at the age of 22 instead of 25?—Personally I do not think it is a good thing to go to India before 22. I send youngsters to merchants' offices at an earlier age, but a youngster in a merchant's office is practically under the supervision of the head of that office and is well looked after. He is taught the ropes better, and there are reasons why you can make an exception to the other rule. It would be absurd to send a man out as a forest officer at 18; he would be sent to the jungle and would die of a certainty.

53,170. What age is such a man when he goes out?—Always over 22, probably 23 or 24. It is one thing for a man to go into a district with no one to tell him not to do this thing or that thing, but it is another thing for a man going into an office amongst men who are already hardened, and who tell him the right way, and where if he gets sick he is looked after.

53,171. I gather that having regard to the ordinary work of an Indian Civil Servant you would object to his going out before 22?—Certainly.

53,172. Do you see any objection to his going out at 22?—No, I do not. I think by the time a man is 22 he has learned a certain amount. I have met with members of the Indian Civil Service that I personally should never have recommended; I should have certainly told them to choose any other country than India.

53,173. You have seen men who have been invalidated whose general constitution was not strong enough for India?—That is so. They were not able to get the best out of themselves in India.

\* Vide Appendix No. II

3rd July 1913.]

Surgeon-General Sir R. H. CHARLES.

[continued.]

53,174. You have told us that you do not know the test which is employed by the physicians who examine the Indian Civil Servants; and therefore you cannot tell us in what way that examination might be stiffened?—The only way you could stiffen it would be to have the examination conducted by a man who had knowledge of Indian conditions. The climate of Kashmir and the climate of Eastern Bengal are not the same, but a man may serve in both places. A medical man in London may have a hazy idea of where India is, but he may have no idea where Kashmir is. He may say the candidate is suitable for Kashmir, and the youngster may be unfortunate enough to be sent to Eastern Bengal.

53,175. You lay stress not only on the importance of having a stiff examination, but on the application of local knowledge to the examination?—Certainly. One machine will do for one kind of work, but will not do for another with more stress. Both may be fairly good in their own way.

53,176. Which do you think on the whole is the best, examination by an individual or examination by a Board?—I think both for the examiner and the candidate and his friends that it is more satisfactory to have a Board. It is a very unpleasant and invidious thing to have to tell a candidate that he is rejected. The candidate frequently looks upon it as a slur, and the candidate's friends always do so. It is easier for a Board to bear that responsibility than for an individual.

53,177. Of how many should the Board consist?—Two.

53,178. And on that Board Indian experience should be well represented?—Certainly, for the simple reason that, if you have two men of equal capacity as examiners, and one has had knowledge of the local conditions in India, and the other has not, it is natural to suppose that the judgment of the man who has a knowledge of the local conditions will be better than that of the other man. I am not suggesting that the medical views will be better in the one case than in the other.

53,179. Would you think it practicable to hold a medical examination prior to competitive examination instead of afterwards?—I think it would be rather a difficult thing. I do not know the number of candidates, but supposing there were 300 it would involve an enormous amount of work.

53,180. If you had the examination afterwards you would only have to examine about 50 out of the 300?—It is a very different thing examining 50 from what it is examining 300. The India Office also have a preliminary examination. For instance, a father has a son going up for one of the Services, and he wishes to send him to India, and is doubtful with regard to his physique. He can write to the Under Secretary of State and ask for an examination by the Board as to his son's

fitness to serve in India, and he pays a fee for that examination and gets an opinion. The boy may come up at the age of 17 and the Board will say there is a possibility of the boy being able to serve in India, but that is not binding on the final examination, because many things may occur to that boy between 17 and 22. That is the way in which the India Office meets that difficulty, and I think it is fair to the friends and parents of the boy.

53,181. How long on an average do you devote to the examination of each candidate?—Some men will take 20 minutes, while others will not take five minutes.

53,182. What is the average time?—It would all depend on the kind of candidates. If we get a bad batch it will take a considerable time, but if we get a good batch it will not take long. No man is ever rejected without being examined by the two of us.

53,183. If you have an examination prior to the literary test it would either mean an increase in the Board or the dragging on of the work for several days?—I do not know that it would facilitate the examination to increase the Board, because three men examining does not make any difference; you cannot get through the work any quicker. To facilitate business and get through the work quickly two are really better than three when they work together well.

53,184. Do the officers of the Departments for which you examine come before you twice, once before and once after their respective periods of probation?—Few departments have a probationary course as in the Indian Civil Service, and the only way we should see a candidate twice would be where he had undergone the preliminary examination already referred to. It is only boys who have doubtful physique who apply for this. The father wishes to know before he sends his son to the training school whether he will have a likely chance to pass the physical examination. A boy who is sure of himself, and whose parents are sure of him, never comes up.

53,185. Ordinarily there are not two obligatory examinations, such as there are in the Indian Civil Service?—Not ordinarily. In the Forest Department, before they go through their course at Oxford, they are examined, and after they have been through their course, or have been to Germany or France, they come up again, but that is the only parallel case.

53,186. When you have doubtful cases before you at the preliminary examination I take it you use your discretion as to whether the infirmity observed is one which will pass off as the candidate grows older, or is one which should lead to final rejection immediately?—That is how we judge.

53,187. In a certain number of cases can you have fair confidence that time will put matters right?—Yes. In some cases we say it is possible, by putting the boy under favour-

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able conditions, that by a certain age he will have developed sufficiently to enter the service. In some we may say the boy will of a certainty be fit, all things being equal, and of others we can say that it is not judicious for the boy ever to go to India.

53,188. Have you anything further to say as to the principles on which the medical examination should be conducted? Should the test be reduced to organic soundness, or should candidates be rejected on the ground of constitutional or other tendencies which are likely to be developed in a tropical climate?—I think the first point is—a skilful examiner, and that such a man will take all those things into consideration; and working by the pamphlet, which I have put in, and which really deals with most of the things affecting physical fitness, he should be able to give a fair judgment. Of course, there are certain tendencies which absolutely debar anyone going to India. For instance, a youngster who shows hereditary gout or epilepsy, or any trace of insanity, or who is an asthmatic, or who has albuminuria. I have known it suggested that men with albuminuria should go to India, but that is absolutely absurd. Then for a neurotic to go to India is bad for India, bad for himself, and bad for his work, because the thousand and one petty little worries in India that can be borne easily by an equable temperament fret him to death, and he gets ill or irritable, and is a source of irritation all round.

53,189. Can you detect that in the examination?—You can generally find out the neurotic tendency.

53,190. What do you say as to the tendency to lung trouble?—If a man has tuberculosis there are no two opinions about it; he must not go to India. He is unfit for any kind of Government service whatever in India.

53,191. So that you take a strict view about all such ailments?—Absolutely. I do not think the Board would be acting justly to the Government of India to allow candidates affected with any of those ailments to pass.

53,192. What about an ailment which would disable him from riding?—Of course that comes in. We reject them for varicocele, but that can be cured by operation. We reject them also for hernia, but that also can be cured by operation. Taking a man with any of those complaints would be like buying a horse that was unsound. He may go for a certain time, but you cannot tell.

53,193. (*Lord Ronaldshay.*) With regard to the right of a man who intends to go into one of the Indian Services to ask for an opinion from the Medical Board at the India Office, has a man who thinks of going into the Indian Government Service, whether the Indian Civil Service or any other Department, the right to demand an opinion from the Medical Board at the India Office?—I do not know about the Indian Civil Service, but with regard to the other Departments he can do so. No man

who contemplated going into the Indian Civil Service has ever come before the Board to my knowledge, and I do not think he could claim that. When writing for permission to appear before the Board he would naturally state what he wished to go in for. The examination, for instance, for the sight test is very different in the various Services, and therefore he would require to tell us beforehand what Service he wished to go in for. Education would be different from the Public Works or the Pilot Service. If any of these men came up for preliminary examination it would be necessary to state in our report whether they were fit or unfit for service in such and such a Department.

53,194. Do you hold any strong views as to the advisability of the Medical Board being the same for all the Services in India? I understand that as far as the Indian Civil Service is concerned the examination is carried out by the Civil Service Commissioners, and all the other Services are carried out by the Medical Board at the India Office. Do you think there are any great advantages in having the one Board to examine all the Services?—Yes, I think it would be to the advantage of the Government of India, but it would not be of advantage to the Medical Board.

53,195. I asked that question because you said you were unable to ascertain what the standard required by the Civil Service Commissioners was?—They have no standard as far as we can find out. There is nothing published.

53,196. It occurred to me that it would be rather desirable to have one standard?—It would be highly desirable. We work on a standard, which is published, and of course naturally it lies with us to say whether, all things being equal, a man comes up to that standard or not.

53,197. (*Sir Theodore Morison.*) You said it would not be advisable for a neurotic to go out to India. Do you think that the Board could prevent a man going out? Supposing for instance it was an Indian Civil Servant, and he said, "I have won in the examination one of the great prizes and you cannot detect in me any constitutional defect, but you merely say I have neurasthenia"?—It is our experience generally that the neurotic temperament is accompanied by a certain physical type, and we could get a man in that way.

53,198. Supposing a man is unsuitable for India, in your opinion, although you cannot lay your finger upon anything, what then?—There will be other things going with that temperament, although these small things in themselves may not be sufficient in our judgment, if he were sound mentally, to reject him.

53,199. You think it would be a sufficiently strong ground for the Board?—I think it is possible the Board might make it so.

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That would be a case absolutely for judgment. For instance, a man with a neurotic temperament on being cross-questioned will state many facts about himself, with regard to his habits of life, his sleep, and other conditions, and you can tell him whether it is judicious for him to go to India. We very often do. Although the Board does not communicate its decision to the candidate or its reason for rejection, if you see that he is a sensible fellow you may suggest to him that he would be better in British Columbia or South Africa.

53,200. But if he is not willing to take your advice what do you do?—We do not presume to give any advice to a man that we do not think will take it. It is only if we find in talking to a man, that he really wishes to know what is best for himself, that we tell him.

53,201. I have seen it suggested that a young man before going out should be given instructions as to how to keep himself in health in the tropics?—That is a very excellent suggestion.

53,202. You think it would be an advisable thing to do?—Yes. There are one or two little papers published on that.

53,203. And you think that men who have to live in the jungle, forest officers, would be better for having definite instructions with regard to health?—Certainly. Given a strong constitution, it is more what he eats and drinks that kills him than the climate.

53,204. From seeing those who come home invalided do you think the Indian Civil Servant is physically of a lower standard than the members of the other services?—That would be rather a difficult question to answer, because there are men in the Indian Civil Service of as good physique as men in any service, and there are men in it who are weeds.

53,205. Do you think the percentage of sickness is rather higher?—Not when you think of the much greater work that is required from them. There are certain kinds of sickness in the Indian Civil Service which you do not get so often in the other Services, the army, for instance.

53,206. Is that due to the work or due to the station?—Due to the work, nervous worry, and that sort of thing. In the last few years there has been a considerable amount of that.

53,207. (*Mr. Gokhale.*) With regard to the number of candidates that you can examine in an hour, you said it depended on the sort of batch you had. Taking an average batch, how many men can be examined in an hour?—One man will take up the eye work and the other man will examine the physique. If the men are ready stripped, and there is no loss of time waiting for them to undress, then I should think that working hard you could do a man in 15 or even 10 minutes.

53,208. Four to six an hour?—Yes.

53,209. So that if you have 300 candidates for the Indian Civil Service and have to

examine them before the examination it would roughly mean about 60 to 80 hours' work?—Yes. I should not like it at all. It is very necessary in examining to preserve your temper, and if you have been five hours examining at the rate of six men per hour you would be liable to get irritable, and you should never be irritable.

53,210. How many could you do properly in a day?—I would not work more than five hours a day under any circumstances with justice to myself and to the candidate.

53,211. And you could do about 20 in a day at that rate?—Say 24 in four hours. Take the Indian Medical Service. There were 32 candidates, and we examined them in a day in the last examination. For the Public Works Department last examination there were over 30 candidates, and we examined them in a day.

53,212. If there were about 300 candidates it would mean about 10 or 12 days' work?—Certainly.

53,213. If you had two Boards instead of one how would that work?—If you multiply the Boards you diminish the number of candidates and lessen the time.

53,214. Would that make any difference in the standard?—There must be a difference.

53,215. It would not be so satisfactory as one Board doing the whole work?—No. What you want is one standard. The man who was rejected by one Board would like to try the other Board.

53,216. If the Board have about 10 or 12 days in which to do the work the thing is not impossible?—The thing is possible. The difficulty, of course, could be got over by the preliminary examination, in which the men would come up five or ten at a time.

53,217. Supposing this Commission thought it necessary to recommend that this medical examination should precede rather than follow the competitive examination, the only question would be with regard to time? But if you had 10 or 12 days in which to do the examination there would be no difficulty?—Of course, whatever the Government orders has to be done.

53,218. Would there be any special inconvenience in that?—Yes, I think it would be very hard work indeed. It would be best for the candidates to be examined after the examination.

53,219. (*Mr. Sly.*) The reason that has been suggested to us why it is desirable to examine before, instead of after, the examination, is that doctors are unusually tender in spinning a man who has succeeded in passing in his examination after having undergone an expensive course of education. Is there anything in that criticism?—Of course doctors are human.

53,220. Would the medical test be likely to be more severe if it were before the examination than if it were afterwards?—

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I think a Board would see that justice was done; that I really do believe.

53,221. For the Indian Civil Service the present system is that before a candidate is permitted to appear for the examination he must file a medical certificate from a qualified medical practitioner?—I cannot give evidence about the Indian Civil Service.

53,222. Do you think it is of any value or not to require a candidate before he appears for the examination to file a medical certificate?—I do not think it is any good whatever. There is no responsibility on the man who gives the certificate. The only way in which to get a sound opinion is to put the responsibility on the individual who gives it. Otherwise that responsibility never comes back to him, whereas the individual who gives the final certificate if he sends out a bad candidate hears about it again, or a Board hears about it again.

53,223. It has been suggested to us that in addition to a qualifying test for a successful candidate there should be a competitive test in physique included in the results of the examination, for which marks would be allotted. Is that a feasible scheme or not?—The only way in which I could answer that is to point to the insurance companies. The principal examiner for the Standard Company in India classes lives into first-class lives and second-class lives, and it is possible also to class candidates in the same way, but to ask the Board to give marks for first class and second class would be very invidious indeed. The Board of Examiners might do it if it were said that every man in Class A should get so much, and every man in Class B should get so much, but I do not think the Medical Board would like that responsibility put upon them.

53,224. The most the Medical Board would be able to do would be to classify?—Yes, and say Class A is the man who has every chance. It sometimes happens that a man in Class A, while of magnificent physique, may have less judgment than a man in Class B, and the creaking door may last longer because it will be less frequently jarred. There is a difficulty there.

53,225. Do the candidates who appear before the Medical Board of the India Office pay fees for their examination?—No. They are only charged a fee when they write to the Under Secretary of State and say they desire to have a preliminary medical examination. When they come up at other times they pay nothing.

53,226. (*Mr. Madge.*) I understood you to say that you have examined invalidated Indian Civil Service men whom, if you had been consulted at the beginning of their career, you would not have sent out, and also that there are climatic conditions which tell more against one man in one service than against another in another. Do you think that if a man went out later in life, with a better developed physique, he would stand a better chance

against these climatic conditions, and may not it be that some of these Indian Civil Service men whom you think you would have rejected have been victims to climatic conditions?—The men I referred to went out under the full age. My reason for thinking they were unsuitable for India was that they possessed certain of the characteristics which I suggest men should not have who serve in a tropical climate.

53,227. Do you think the later a man goes out the better chance he has?—There is a time when a man should go out. If he goes out too late it is bad; if he goes out too early it is bad. If he goes out too late he cannot fit in with his surroundings, and if he goes out too early he has not the sense to do so and he is bowled over before he finds out. A boy of 20 is very different from a young man of 22; he does not think so much. After 22, as a rule, he has more common sense. I have known men who have gone out late and become dissatisfied with their surroundings: India was not what they anticipated; and they have retired from the service on account of that. I should think it is not at all unlike the difficulties which are encountered in connection with late marriages: after habits are formed there is more liability to trouble.

53,228. (*Mr. Abdur Rahim.*) If you should examine a man at the age of 25 would you be on surer ground as regards judging of his fitness to go out to India than if you were examining a man at the age of 22?—If you give me a man of 22, or of any age between 22 and 25, I could tell.

53,229. Would you be any surer at the age of 22?—In certain points, yes, and certain points, no. A good deal depends on the individual. For instance, a long, lanky individual, about 6 ft. 2 ins., with bad chest formation, a man taking very little exercise, goes out at 22, and has possibilities. I would rather see that man at 25, because I would be very doubtful of him at 22. The ordinary individual, about 5 ft. 8 ins. or 5 ft. 10 ins., with the ordinary healthy public school life, I should not have any difficulty in giving an opinion upon at 22. It is the exception that I have a difficulty about. The tall, lanky individuals are always very difficult cases.

53,230. From your experience of India, would you say that at the age of 25 he would be in a more unfavourable position to stand the climatic conditions in India than at the age of 22?—No, I do not think so. If a youngster came to me for advice, I should tell him to go out between 22 and 24. I should suggest myself 23, and I think it is a very excellent age. I entered the service myself when I was 23.

53,231. It has been suggested that University men have, as a rule, better physique than men who have not been to a University. Take boys who come from a school without undergoing a training at the University, it

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[continued:]

is said that as a rule they do not have such a strong, healthy physique as men who have spent three years at Oxford or Cambridge?—Quite true, but at the same time an athlete of Oxford or Cambridge is very frequently ruined for life. I am not at all an adviser of the athlete as an athlete for India.

53,232. I mean with regard to the average?—Very frequently a man comes to us from Oxford who has been in the boats and overstrained, and who has what is known as athlete's heart. That is a case which is a very doubtful one indeed to send to India.

53,233. But putting such cases aside what do you say as regards the advantages of an University education in this respect?—If a man uses athletics at the University and does not abuse them that man, of course, is much fitter.

53,234. You have mentioned certain diseases upon which you have advised men not to go out to India—insanity, neurasthenia, &c. If these tests are laid down would the experience of India still give you an advantage in examining candidates?—Experience in India must always give an advantage. It is not necessary to lay down these things that I mentioned, because every man who knows India will form his own judgment on them. A man knowing India and the conditions would be able to say that such and such a thing was wrong.

53,235. If it is laid down that you must find out whether a man is neurotic or has incipient insanity, or is gouty, would not that be sufficient to guide any competent doctor here?—You can put in print anything, but it is not from the book that an examination is made. It is because you have assimilated in yourself experience that you judge. One man can tell you all about a horse by looking at him, while another man, who may know all the books about veterinary surgery, will not be able to tell you anything about him. You cannot put down in black and white why you form your judgment, but you form it.

53,236. You mean there must be a certain margin of discretion?—Always, and the Board should be constituted of men in whom you have sufficient faith. If you could put it down in black and white, the man with three years' experience would be as good as the man of 30 years' experience, but the man of 30 years has been gathering what he cannot tell.

53,237. You have had some experience of Indian students. Do you think they suffer more from neurotics?—I think they have very hard conditions to put up with, and that is one of the reasons they do suffer more. Very many of them are underfed and living in bad conditions, and they are working for all they are worth 12 to 14 hours a day. They are overworked and underfed.

53,238. Do you find a very large percentage of neurotics amongst them?—There are a great number of them. I have taught

them for 20 years, and I know their troubles, and that is one of the weaknesses.

53,239. The conditions as they exist are very hard for them and they would be liable to rejection on that account?—Yes, but it would be good for themselves to be rejected.

53,240. (*Sir Valentine Chirol.*) Most of the statements which you have made have related to Englishmen going into the Indian Service?—Yes.

53,241. But you have a certain number of Indians also coming before you?—Yes.

53,242. How far does the information you have given us with regard to English candidates apply also to Indian candidates?—The percentage of Indians who come before the Medical Board is not very large. A certain number come from the Public Works and a few from the Indian Civil Service and my own Service, but not a great number of them.

53,243. With regard to that small number, are there any observations you would like to offer which apply specially to them and would not apply specially to English candidates?—I have met Indians who have come home in the same way with that condition of neurasthenia; they have come home because they were worried to death.

53,244. There are a certain number of Indians who go into the Indian Civil Service, and you tell us that candidates for the Indian Civil Service are not examined by your Board. Do you think experience, to which you attach so much value in regard to English candidates going out to India, would not be of even greater value to the physician who has to examine Indians going out?—Undoubtedly I think that a man who knows both races will be the better judge, because unless a man knows the different races in India he cannot very well state what is due to race and what is due to the individual. If you examine a Jat from the Panjab and a man from Madras, or from Eastern Bengal, you get different types, but they may be all good in their own way.

53,245. Is it not even more important for the medical examiner who examines Indian students going out to India to have had experience and personal knowledge of Indian conditions than for the medical examiner who is examining English candidates?—Certainly.

53,246. Not more so?—Yes, more so. Taking the whole examination I have no hesitation whatever in saying that it is wrong to have the examination conducted by men who have had no experience of Indian conditions.

53,247. (*Sir Murray Hammick.*) Really, I suppose what it comes to is this, that if you have a man with Indian experience examining these candidates he knows what to look for?—That is the point.

53,248. A man who does not know India does not know what to look for?—That is so.

53,249. Taking Indian candidates, for instance, he would not know the points of

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weakness most ordinarily found in an Indian candidate?—That is quite true.

53,250. (*Chairman.*) You said that certificates are of little value, and at the same time you said that in the course of your examination of candidates you went very carefully into the question of their habits and customs. Do you have to rely for information on the candidate himself?—Yes.

Surgeon-General Sir CHARLES PARDEY LUKIS, K.C.S.I., M.D., I.M.S., Director-General of the Indian Medical Service.

*Written answers relating to the Indian Civil Service.*

53,253. Is there any evidence to show whether it would be prejudicial to the health of recruits to obtain them at the school-leaving age of from 18 to 20, and to bring them to India by the time they were 22, in preference to bringing them to India, as at present, at about the age of 25?—I am not aware of any evidence to show that it would be prejudicial to the health of recruits to obtain them at the school-leaving age of from 18 to 20, and to bring them to India by the time they are 22. India is not a desirable residence for Europeans during the period of adolescence, but, by the time a young man has reached the age of 22, he is no longer a "growing lad," and, so far as I know, no physiological reason exists which would render it more dangerous to bring recruits to India at that age rather than waiting until they attain the age of 25. A large number of officers of the Indian Medical Service come to India when they are about 22 years of age (I did so myself), and I have never known any ill results to accrue therefrom. Moreover we know now that the majority of tropical diseases arise from infection conveyed to man by biting insects or flies, the remainder being due either to pollution of the water supply, to improper exposure to the direct rays of the sun, to disregard of chills, or to dietary indiscretion and over-indulgence in alcoholic stimulants. Apart from these causes, the climate of India is not specially deadly, and I hold that, with reasonable precautions, the expectation of life in India is very little less than in England. Much of the sickness and mortality amongst Europeans in India is due to ignorance of sanitary laws and personal hygiene, and it is regrettable that, on their first arrival in India, very few young men have any knowledge of the precautions necessary for the preservation of their health. This knowledge they usually acquire as the result of bitter experience. If, therefore, the age limit is to be lowered by three years, I advise that, before leaving England, recruits should receive some practical instruction in tropical hygiene and the preservation of health in the Tropics.

53,254. Is there any evidence to show that the recruits who now come to India have not the requisite physical stamina; and in

53,251. Not on any information you get from a private practitioner?—On nothing. We look upon it that the candidate will probably endeavour to keep dark anything that may be against him, but we cross-examine him.

53,252. You do not employ any other means?—No, we are not allowed to.

(The witness withdrew.)

what directions, if it is decided to stiffen the medical test, had this better be done?—Nearly 14 years have elapsed since I ceased to perform the ordinary duties of a district medical officer. I am not, therefore, in a position to give a first-hand opinion as regards the physical stamina of the recruits for the Indian Civil Service who now come to India, but I gather, from officers serving under me, the impression that many recruits of recent years have been of poor physique, that not infrequently they have suffered from high degrees of myopia and astigmatism, and that there has been an abnormally large amount of invaliding as the result of nervous breakdown and neurasthenia.

53,254a. Does your experience suggest any further remarks relating to the medical test for the Indian Civil Service?—I understand that the Indian Civil Service is the only Indian Service the medical examination for which is not conducted by the Medical Board at the India Office. This appears to me to be a bad arrangement. It is essential that the examination should be conducted by medical officers with Indian experience; that there should be continuity of policy; that definite standards should be fixed for physique and eyesight; and that it should be impossible to play off one medical man against another. Medical men, who do not understand Indian conditions, are apt to send out very unsuitable recruits (especially young men threatened with tuberculosis), under the false impression that they will be better in India than in England. This is altogether wrong. India is not the place for the weakling—physical, constitutional, or mental. If the medical examination of recruits is to be conducted by the Medical Board at the India Office, it will be necessary to consider whether the medical examination should be conducted before the candidates sit for the competitive test, or afterwards. This is a question to be answered by the President of the Medical Board, but, for the following reasons, I am personally of opinion that medical examination should follow, and not precede, the competitive test. (a) If the medical examination precede the competitive test, it will throw much unnecessary work upon the Medical Board. (b) Seeing that myopia is a progressive disease, also that physique may deteriorate or constitutional defects develop in the interim, the medical

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examination, if it is to be of use, must immediately precede the competitive test. That being so, I can see no justification for throwing so much unnecessary work upon the Board. (c) Examination after the test places

at the disposal of the Board useful information which may help them to arrive at a decision in doubtful cases. (d) Examination after the test reduces the number of dissatisfied individuals rejected on medical grounds.

Sir CHARLES PARDEY LUKIS, K.C.S.I., M.D., I.M.S., called and examined.

53,255. (*Chairman.*) You are Director-General of the Indian Medical Service?—I am.

53,256. You have been good enough to write your views on the questions which we sent you, and I gather that you do not consider that a reduction of age for recruits for the Indian Civil Service would be prejudicial from the health point of view?—That is so.

53,257. You consider that a medical examination can be made just as effective for a candidate of 22 as for one of 25?—Yes.

53,258. Your opinion appears to be that it is not so much the actual climate of India that is dangerous to the young officer, as failure on his part to take proper precautions? That is my opinion.

53,259. Do you think there is room for improvement in the direction of furnishing young recruits with knowledge of the dangers that await them in India in regard to climate?—I think so, certainly. Every young man who goes to India ought, before he arrives, to have some knowledge of the dangers and the means of protecting himself against them. Many boys come out absolutely ignorant of the dangers of exposure to the sun, and they drink any water they come across. That is what breaks them down in many cases, not the climate.

53,260. Under the present conditions they go through no course of hygienic instruction?—Not that I am aware of.

53,261. Do you know of any book on this subject which could be given to candidates?—I think there ought to be some elementary text-book suitable for the lay reader to study before he goes out. There is no such book in England that I am aware of. There has been a book published recently in India on Tropical Hygiene, and there was a small Manual, "Hints for Young Officers," which I myself wrote some years ago for the Bengal Government, when I was Principal of the Medical College in Calcutta. Surgeon-General Brantfoot asked me for a copy two years ago, and I sent him one. It was only a series of hints, a very elementary thing indeed.

53,262. Nothing of the sort has been circulated to Indian civilians or other officers in India?—Nothing except this small manual which was written for the Bengal Government. It was a purely local thing.

53,263. Have you observed any deterioration in the average physique of the officers who now go out to India?—I have done no district work for 14 years, so that I have no personal knowledge of the younger generation

of civilians. From the time I went to Simla in 1899 I have been holding professorial appointments until I became Director-General. Therefore I have not come in contact with them and I am not prepared to express a personal opinion. But I have been told by men who are there that they think the physique and the eyesight not as good as it used to be or as it should be. That, however, is hearsay evidence.

53,264. In your capacity as Director-General do you get returns showing the illnesses in the different provinces?—No. We get the ordinary statistical returns which go into the Sanitary Commissioner's Report, but so far as I am aware there is nothing to give one any definite information which would be of use to the Commission. Of course one gets mortality returns.

53,265. You are not in a position, therefore, to tell us whether the deterioration you suspect is due to officers going out, who are defective in physique, or whether men break down through carelessness or otherwise?—No, I am afraid I am not prepared to express an opinion on that.

53,266. You think that the medical examination for the Indian Civil Service should be conducted by a Medical Board?—I think that is advisable.

53,267. What are your reasons for that?—The ordinary men at home do not understand Indian conditions and are apt to send out unsuitable men. As I mentioned in my written answers, I have known cases where young men suffering from early tuberculosis have been sent out under the impression that India is a more suitable place for them than England. Any medical officer who had worked in India and seen how a tuberculous lung melts down during the monsoon would not do that. There is an idea that India is rather a good place for a lad whose chest is delicate, and it is an exceedingly wrong impression. As a matter of fact, at the present moment tuberculosis in both Calcutta and Bombay gives a higher death rate than it does either in Glasgow or Manchester.

53,268. Are there any other diseases of that character?—No. Tuberculosis was the chief one I was thinking of. A man with Indian experience would be better able to form an opinion as to whether a man was likely to stand Indian conditions.

53,269. Have you any opinion to give us as regards the alternative merits of examination by an individual physician and examination by a Board?—My opinion is that examination by a Board is preferable, because with

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an examination by individual physicians it often happens that one opinion is set off against another. The candidate gets a certificate from somebody else, and a good many complications are apt to arise, which would not arise if there were one definite Board whose opinion was final.

53,270. Do you know anything in regard to the standard of the medical examination for the Indian Civil Service?—No, I do not know what the standard is. I have never had anything to do with it.

53,271. It is not published in a paper?—I am not aware whether it is or not. If it is I have not seen it.

53,272. Have you seen the standard paper for the other Services by which the Medical Board at the India Office make their examination?—I saw it some years ago.

53,273. So that you are not in a position to give any opinion upon it?—I am not in a position to give any opinion upon it.

53,274. You would prefer to keep the medical examination after the competitive examination? The reason I ask you this is because it has been put to us that, human nature being what it is, undue leniency may be shown in the medical test to a candidate who has first gone through the very severe intellectual ordeal of the Indian Civil Service examination?—If you had a man on the border line you would not be quite sure about him. If you examined him before the literary test you might reject him, but if he had done exceedingly well in the literary examination you would give him the benefit of the doubt. I am of opinion that that would be rather good than bad.

53,275. You mean that it would be good to have a man in the Service who, although not of the best physique, was highly intellectual?—If he were a doubtful case I should be disposed to give him his chance if he had done well in the examination. You sometimes get a difficult case in which it is hard to make up your mind. If you examine such a man before the literary examination you would almost certainly put him out; but if he had done really well in it you would be disposed to give him a chance. I do not know whether that would be considered sound or not, but that is my view.

53,276. You would not regard that in the light of an objection?—No, I should regard it the other way rather.

53,277. What we should like to know is whether there are any number of instances of civilians who have passed the medical test who are now showing very serious defects in physique?—That I am not in a position to say, because I have not come into contact with them for the last 14 years. As a Professor and as Principal of the Medical College I had no duties of that kind at all, and of course as Director-General I do not come into contact with them.

53,278. Are you in a position to give us any advice as to how to stiffen up the medical test?—I have only stated in general terms that I think the physique and the eyesight test are the two things that are required, but that is a matter which the President of the India Office Board would be in a better position to give evidence upon, as he sees the men who come home broken down.

53,279. Do the names of the officers who break down in health and come to England on sick leave come before you?—No.

53,280. So that you are not in a position to say how many there are?—No.

53,281. (*Sir Murray Hammick.*) My recollection is that in Madras all candidates who come out now after passing the Indian Civil Service always have a set of instructions of a very minute character, as to their health, instructing them in the avoidance of bad milk, in not keeping out late at night, not sleeping in the dew, and so on, and I imagine those instructions may be those which you issued in Bengal?—I only know that two years ago Surgeon-General Branfoot wrote and asked me to send him a copy of what I had written for the Bengal Government, but whether any use was made of it I do not know.

53,282. Speaking entirely as a layman, and knowing nothing about medicine or surgery, the test at present appears to be purely for physical defects, but would it be possible to establish a much stiffer examination as to mental and bodily efficiency?—Does not mental efficiency come in the competition test?

53,283. Take one instance. I believe there is machinery in existence for judging the relative quickness of the operation of mind on matter, but nothing of that sort is attempted in the examination. The slow-witted man, if he passes his examination, gets no medical test with regard to that capacity?—No.

53,284. In the same way with breathing. One man has a much larger expansion of chest than another man, but unless there is distinct physical defect that man does not stand the risk of being thrown out. Would it not be possible to make the test very much stricter in the way of actual efficiency, both mental and physical, by the medical examination?—I do not think there would be any difficulty whatever in estimating the breathing or lung capacity, but I am not so sure about the other test. The tortoise got home first after all. I should have thought that they did estimate a man's breathing capacity now. A man with a big chest that does not work is not of very much use. He may be suffering from emphysema of the lungs.

53,285. (*Sir Valentine Chirol.*) Would it be possible to encourage those who intend to go up for the Indian Civil Service to come up for a preliminary medical examination in the same way as I understand a certain number of candidates for the other Services in India come up for a preliminary medical examina-

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[continued.]

tion?—I think that would be useful. It would eliminate the obviously unfit at an early stage.

53,286. Whilst not making it obligatory, might it not be possible to recommend very strongly to them that they should come up for this voluntary examination, and that those who did come up for that examination should have a certain amount of merit from it; that is to say, in the final examination all those considerations which you say would weigh with you in giving the benefit of the doubt would weigh still more if the candidate had already come up for the preliminary examination and that preliminary examination had been favourable?—There would be points of advantage there, because if you had had a preliminary examination and then a final examination after some length of time you would be in a better position to judge how far myopia or physical defects or constitutional weakness was progressive or not. A preliminary examination would be useful in two ways, first of all in eliminating the obviously unfit, and secondly in giving useful information to the final Board. But of course the passing of the preliminary examination could never be taken as grounds for passing the final one because so many things might happen in the meantime.

53,287. In the doubtful cases to which you were alluding it would be valuable?—Yes, because you would know whether you were dealing with a progressive or stationary condition.

53,288. Would it be possible to encourage candidates to come up for this preliminary examination without making it compulsory?—That is an administrative matter that I do not think I could express an opinion upon.

53,289. (*Mr. Abdur Rahim.*) Is not the physical standard of an English student much higher than that of an Indian student?—The general physique of the two races does differ to a certain extent, but the physique in Bengal has enormously improved of late years since they have taken to gymnastics.

53,290. Under the present conditions the physique of the University English boys and the boys from public schools of England is much higher than that of students from India, especially from Bengal, Madras, and Bombay?—I am not so sure about Bengal of recent years, because they have improved tremendously. You see some exceedingly fine specimens of men in Bengal now. I was five years Principal of the Medical College and had the opportunity of seeing them. I have no personal experience of Madras or Bombay.

53,291. If the standard is raised much higher than at present, do you think the Indian students will come out as successfully as English students?—I take it if the standard were raised it would be a correlated standard; that is to say, there would be a definite correlation between height, weight, and chest

measurement. Provided that a man was normal, and had proper healthy proportions, weight, height, and chest measurements being in proper relationship to one another, I do not think the Indians would suffer, because the bigger man would be expected to be heavier and have a larger chest.

53,292. Then there has to be some definite standard to go upon?—There should be definite correlated standards.

53,293. (*Mr. Madge.*) I gather that, if not exactly in favour of the earlier age of going out, you think there are no special risks as compared with the later age?—I do not think so, after they have passed the growing age. I do not think it is good for them to come out when they are actually growing lads, but at 22 they are no longer growing.

53,294. As there is medical opinion that the later a man goes out up to a certain age the better fortified he is to meet climatic conditions, do you think that that opinion is entirely unfounded, or may there not be a region of possible contingencies, a danger zone, after which an Englishman fares better?—My own experience is that once you get a lad fully developed the younger he goes out the better. The older he goes out the less likely he is to acclimatise. I am not prepared to fix any absolute age, but I think that once a boy is over 21 and has ceased to grow there is no objection to his going out. I can see no practical difference between 22 and 25. The only drawback is that the lad of 22 is apt to be more careless than the man of 25.

53,295. Quite apart from ignorance and precautions there is a turning point in the life of most races in which the risks are diminished after a certain age. From that point of view, as regards Indians, do you think it is better for them to come home for the competition earlier or later?—They come home now, I believe, at about 18 to 20.

53,296. I want to know whether there are any medical reasons which would support the opinion as to his coming out later?—What I have said applies to both races.

53,297. Equally?—I think so.

53,298. (*Mr. Sly.*) It has been suggested to us that in addition to a qualifying test for physical fitness, marks should be assigned to each candidate for physique, physical fitness, and other qualities, which should be taken into consideration in the final result of the examination. Do you think that such a scheme is at all feasible?—I should think it would lead to endless complication. I should not be in favour of it myself.

53,299. As a medical man you do not think such a proposal is at all feasible?—I do not think so.

53,300. According to the present system each candidate who goes up for the Indian Civil Service has to produce a medical certificate of fitness, but he does not undergo any formal preliminary examination either by an individual medical practitioner or by a Board.

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[continued.]

Later on, if he is successful, he undergoes a thorough medical examination by a medical officer appointed by the Civil Service Commissioners. Do you think that the preliminary certificate is of any value?—I should prefer both examinations to be conducted by the same body. If you have one man giving a certificate beforehand, and another man giving it afterwards, there is the question of the conflict of opinion that I mentioned just now. I have heard of cases where there has been considerable difficulty in that connection. It might be possible to have the preliminary examination which was mentioned just now.

53,301. Against that preliminary examination it has been suggested that something under 300 candidates would appear, and that the practical difficulties of carrying out a medical examination of such a large body of candidates are so great that it is not desirable to introduce it?—That is an objection, but surely it could be met by strengthening the Board. The Board used to consist of three officers and it now consists of two. If there was another officer they could probably do the work; 300 candidates is not a very large number.

53,302. You consider there would be no great practical difficulties in holding a medical examination before the competition?—I think it would throw a great deal of unnecessary trouble on them if there were no examination afterwards, but I do not think there would be any great difficulty in having it before, if the Board were strengthened. I do not know how many days a week they sit now. I should be very averse to any system which allowed a medical certificate from one man before and from another man afterwards.

53,303. (*Mr. Gokhale.*) Is this complaint about deterioration in physique which has reached you from other medical officers in India confined to the Indian Civil Service or have you heard a similar complaint about other Services?—Yes, I heard it about the Educational Service. It is only the Educational Service and the Indian Civil Service.

53,304. What is the reason assigned for this?—They say they break down so easily.

53,350. We had it from Sir Havelock Charles that the Board at the India Office does its work in accordance with certain standards laid down. It is that Board which examines the Educational candidates going out to India?—Yes.

53,306. If there has been a deterioration there, what does it indicate?—I am afraid I could not express an opinion. One has to admit that there was a little trouble with reference to the Educational Department last year.

53,307. With regard to the medical examination before or after the competitive examination, would a medical examination a year before the competitive examination be of any value?—It would not be of much use, as regards myopia, for instance. Myopia might

increase from two to three diopters in the course of a year.

53,308. If you have an examination immediately before the competitive examination what would be the difference? The candidates would have done all their hard work, and the same considerations would come in about allowing candidates to go up for the examination as now operate with regard to sending them to India?—A preliminary examination, if it were held any length of time before the competitive test, would serve only two purposes. First of all it would eliminate the obviously unfit at an early stage, and save them the trouble of working, and secondly, when the final examination came it would enable the Board to judge whether they were dealing with a stationary or progressive condition.

53,309. I ask this question because you hold, I think, that if this examination is to be of any value it must immediately precede the competitive test, and I want to know if an examination held a year before the competitive test would have any value for the purpose of eliminating the unfit?—If it were held a year before, and you found a man with some definite valvular lesion of the heart or definite tuberculosis, it would eliminate him at an early stage, but that examination could not possibly be binding, because further conditions might develop. There are cases of men who have read right up to the examination, and have been found to have valvular disease of the heart, which had not been suspected.

53,310. (*Mr. Chauhan.*) What do you think of an opinion which was expressed in India, that civilians who studied hard and who appeared for the competitive examination between the ages of 17 and 19 showed a tendency to break down earlier on account of having to study hard at a very young age?—I think that applies to everybody in these days. The whole nation is suffering more from neurasthenia and nervous breakdown than it did in the early Victorian days. I am not prepared to say it applies specially to the Civil Service.

53,311. At present the examination is between the age of 22 and 24, and the question is whether it should be reduced to 17 to 19, and I should like your own opinion as to whether from that point of view it would be desirable or undesirable to reduce the age. There was an opinion definitely expressed by an old civil servant that in his opinion the man who came between the ages of 17 to 19 showed a distinct tendency to break down?—I am not prepared to give an opinion upon that.

53,312. What time before the competitive examination should the preliminary examination take place?—It should immediately precede it.

53,313. Having it immediately before the competitive examination would not enable the candidate to decide whether he should prepare

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for that examination or not?—No, but I have already stated that there might be a preliminary examination some time before with the two objects I have mentioned, but that that preliminary examination should not be binding on the Government or the Board.

53,314. With respect to Indian students who have to come here and study for two years, an examination two years before the competitive examination would be of little value?—It would be only of value in eliminating men who had defects of which they were unaware, and it would be very hard lines if they were discovered just at the end. I cannot conceive any other useful purpose it would serve.

53,315. What is the danger in having two examinations by two different doctors?—I should have thought that was fairly obvious. Anyone who has had much experience of certificates knows how troublesome that is. A man gets a certificate from one doctor and does not approve of it, and goes to another and gets another certificate.

53,316. That is the case in which a person goes to a doctor and then to another doctor?—Yes. What is to prevent that being done in this case? He gets an unfavourable opinion from one man and tears it up and goes to somebody else and gets a favourable opinion. By and by the Board agrees with the original man who gave the unfavourable opinion.

53,317. Supposing the first examination, which is for the purpose of weeding out the obviously unfit, is conducted by one man or one Board, and the final examination by another doctor or another Board?—I do not think there would be any objection to having it done in the case of Indian candidates by two different Boards, provided they were official Boards. My objection was to certificates from private practitioners.

53,318. (*Sir Theodore Morison.*) What sort of recommendation should we make to give effect to the advice that recruits should receive some practical instruction in tropical hygiene? Should there be lectures given at home?—That is what I think. There should be some elementary text-book on the subject, and before going out the candidate should go through a course of lectures on the subject.

53,319. You would like the probationers before starting to go through a short course of lectures?—Yes. I think it could be easily arranged with the St. John Ambulance Association; it could easily modify its course to make it useful for tropical hygiene.

53,320. The two things you recommend are a text-book and attendance at a short course of lectures?—Yes. I do not propose that they should be made sanitary experts, but merely that they should be taught personal hygiene.

53,321. With regard to the remark that there had been an abnormally large amount of invaliding as the result of nervous breakdown and neurasthenia, can any medical examination guard against that, or is it the

result of stress of work and that sort of thing in India?—That is a point on which I could not very well express an opinion. I could not say whether this neurasthenia is a result of physical defects, or the result of the stress which is undoubtedly thrown on a civilian of late years. But I think a Medical Board, if they examine the candidate carefully, can judge whether he is likely to be neurotic.

53,322. Supposing they judge he is likely to be neurotic, but he has no specific complaint, do you think a Medical Board can reject a man from the Service?—No, not unless it went with other things. I only give that as a second-hand opinion, and I quite agree there are the two possibilities, and the possibility of the extra neurasthenia we have been getting recently may be due to the stress of late years.

53,323. A good deal of the evidence we had in India suggested that men came out who were weedy, neurotic, and unfit for India, although there was nothing specifically wrong with them. I want to know whether a Medical Board can reject a man for that?—If a man is obviously a weed and neurotic as well, I think, in view of Indian conditions, the Board would be quite justified in not passing him.

53,324. Do you think that it would do so, considering what human nature is?—I think so.

53,325. You could heighten the standard by such an instruction?—I think so.

53,326. You suggest that it should be impossible to play off one medical man against the other. How can this be achieved in this imperfect world?—It can be achieved, if you have your preliminary examination done by another body, by having an efficient Board. I want to eliminate the troubles that occur when certificates are sent up by private practitioners. It is extremely difficult for a family doctor in charge of a family when the son is sent to him for examination.

53,327. A man who has been rejected by the Medical Board of the India Office, or who is not allowed to return, is always attempting to play off his private doctor or a doctor of distinction against the Medical Board. It is a trouble even with the Board?—I know that, but I do not think it is as great as it used to be.

53,328. (*Lord Ronaldshay.*) In reply to Mr. Sly you said you do not think it would be feasible to assign marks to candidates for health and physique. Do you think it would be possible to divide those who pass the medical test into two or more classes, such as good lives and less good lives?—I think it would be rather an invidious distinction.

53,329. You do not think it would really be practicable, with a view to assigning those who are in Class I. 30 per cent. more marks than those who are in Class II.?—I honestly do not think so.

53,330. (*Sir Valentine Chirol.*) We have heard it stated that Indian youths, owing to

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the conditions that prevail in India in educational circles, are overstrained as compared with English youths of the same age, that the preparation for the examination is a greater strain to them, and that, therefore, if they are brought over to England for a period of probation immediately after these preliminary examinations in India, they are not in the best condition to derive the advantages which they should derive from residence in England and contact with Western conditions; that a later age is the better time for them to come, say, 30, rather than immediately after the examination at the age of 20 or 21. Do you agree with that idea?—I should have thought 30 was extremely late. From my own experience of the Indian student I should think that by that time he would not profit from the instruction nearly so much as he would if he were a

younger man. I did not see these marked differences in physique amongst the Indian students I came in contact with during my five years in Calcutta. They were a very fine set of boys.

53,331. The purposes for which they would come over at 30 would be different from those for which they would come over at 21. In one case it would be actual book learning and examination, and in the other it would be general study after they had entered the Service?—I do not see any medical advantage in it myself, and as far as my experience has gone of men who have come home at the earlier age for medical study they have done extremely well.

(The witness withdrew.)

(Adjourned to Wednesday next at 10.30 a.m.)

## At 12, Queen Anne's Gate, London, S.W.

Wednesday, 9th July 1913.

### FIFTY-SIXTH DAY.

#### PRESENT:

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.  
SIR MURRAY HAMMICK, K.C.S.I., C.I.E.  
SIR THEODORE MORISON, K.C.I.E.  
SIR VALENTINE CHIROL.  
MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.  
GOPAL KRISHNA GOKHALE, Esq., C.I.E.  
WALTER CULLEY MADGE, Esq., C.I.E.  
FRANK GEORGE SILY, Esq., C.S.I.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

Professor RICHARD LODGE, LL.D., of Edinburgh University.

*Written answers relating to the Indian Civil Service.*

53,332. What is the opinion held by the authorities of the Edinburgh University with regard to a view, which was given in evidence in India, to the effect that Indian Civilians now come out to India too old, and with an insufficient knowledge of law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more universities, or at a special institution established for that purpose?—On the question as to whether Indian Civilians elected on the present system go out to India too old or insufficiently prepared, it is impossible for teachers in this country to give an opinion of any value. All that can be said on behalf of this University is, that the present system works extremely well from the academic point of view. Able

men are attracted to the Service; they get the best education which the University can give, and they are, throughout their course, in close and wholesome touch with the other students of the University. Experience has conclusively shown that such students can advantageously follow the normal curriculum for graduation with honours in the department where their special strength lies, and that they can compete successfully in the examination without undue straining and without seeking any further teaching than that provided in the University classrooms. This University would deprecate any lowering of the age limit unless it were conclusively proved that the interests and the opinion of India demanded such a change. On the other hand, if the suggested change were made and probationers, elected by competitive examination at the school-leaving age, were sent to a university for three years' special training, it is difficult to believe that the result would be a good one. Such probationers would be an isolated and special class in the university, separated from their contemporaries and herded together by

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their special course of study. It must be remembered that in the Scottish Universities there is no College system, and that association in studies and in the classrooms counts for a good deal in University life. Still more unwholesome would be the sending them to a special institution established for the training of Indian Civilians.

There are other arguments that might be urged against the proposed change: (a) The probationers elected at the age of 19, and confronted by an examination restricted to themselves and without external competition, would have comparatively few of the inducements to strenuous exertion which are supplied under the present system. They would be by comparison a difficult and unsatisfactory class to teach, whereas at present the intending candidates for the Indian Civil Service set their fellow-students a high standard of industry and effort. (b) It would be difficult to construct an examination for boys at the age of 19 which would not either give an undue preference to certain studies, or, on the other hand, give an advantage to professional coaches as against the great secondary schools. (c) The selection of probationers at such an age as 19 would tend to narrow the classes from which they could be taken, because it is far easier for a boy to get assistance for a University career, than it is to get anything like the same assistance in a secondary school. It would practically limit the Indian Civil Service to those whose parents can afford to send them to a first-rate school or to employable professional teachers outside school.

53,333. In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service examination being adopted, is it probable that your University would be willing to devise an Honours course of Indian studies suitable for such probationers

and carrying with it the University degree. The course of instruction would, under any such system, they anticipate, include:—(i) Law; (ii) the elements of one classical and one vernacular language; and (iii) Indian history, sociology, and economics?—If such a change as is suggested were adopted, the University of Edinburgh, which has a strong interest in India and the Indian Civil Service, would undoubtedly do its best to supply a course of training for probationers, either by the institution of a special Honours course or in some other way. It is impossible at this stage to pledge the University to any particular method of meeting the demand that would be created. It would probably be well if the question becomes one of practical politics to bring it before a conference of the Universities of the United Kingdom.

53,334. What provision is at present afforded in Edinburgh University for teaching (i) Law; (ii) Classical languages; (iii) Indian history, sociology, and economics; and is there any system of tuition and supervision designed for Indian Civil Service probationers?—With regard to equipment, the University of Edinburgh has a fully organised faculty of Law, while the neighbourhood of the Court of Session provides convenient opportunity for attendance on cases. There is a Professor of Sanskrit, a Professor of Moral Philosophy and Lecturers on Political Science, a Professor of Political Economy and a Lecturer on Economic History, a Lecturer on Colonial and Indian History. The one subject mentioned which is not represented on the present staff of the University is that of the Indian Vernaculars. It might be possible to remedy this defect, or it might, as has sometimes been suggested, be desirable to arrange that the last year of probation, or part of it, should be spent in India.

Professor RICHARD LODGE called and examined.

53,335. (*Chairman.*) We are obliged to you for coming before us this morning to give us the benefit of your advice with special reference to the needs of the University of Edinburgh. You will have gathered from the communication made to your University by the Commission that the questions, which we have now under our special consideration, are concerned with the age limits of the candidates, and the sufficiency of their training during their probationary period. We have had evidence before us in India which necessitates our inquiring from the Universities in this country what effect a reduction of age would have on them, and what further facilities they would be prepared to grant to students to obtain a more extended training in the Oriental languages, classical and vernacular, and in law. You have been good enough, on behalf of the University of Edinburgh, to reply in writing with regard to the special difficulties which you see in the way

of reducing the age for the Indian Civil Service Examination. Can you now tell us to what extent you are giving facilities in Edinburgh for the training of Indian Civil Service probationers under the present system?—Under the present system we have a Committee which advises undergraduates who desire to compete for the Indian Civil Service as to the choice of subjects and as to the best method of studying those subjects, and that is really all we do specially for them. The training, which they require for the examination at present, they obtain within the teaching for the ordinary curriculum. As far as I know, there is no special training for the Civil Service Examination other than what may be suitable for the purpose in the ordinary teaching of the University, and our experience has been that that ordinary teaching is sufficient, given the requisite ability on the part of the undergraduate, to enable him to compete successfully under the present system.

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We do not send up a very large number of candidates, probably an average of something like four or five per annum, but our experience has been that of those candidates who go direct from the University very few fail to obtain a place in the examination, and in some years we have had remarkably brilliant successes.

53,336. On an average, then, you have been passing something like four candidates into the Indian Civil Service each year?—Yes. Of course some of them, if they come out very high, may in the end prefer an appointment at home, when the option has been given to them; but they have nearly all regarded the Indian Civil Service as one of the objects for which they were training.

53,337. Could you tell us approximately what number of probationers you have attached to your University?—None. I do not think we have ever had probationers. On the whole the feeling in Edinburgh has been that a student who has been through his whole course in Edinburgh, and has competed successfully from Edinburgh, would be well advised to spend his year of probation in another university, in order to gain a wider experience and possibly more advantageous social surroundings. More intercourse with his fellow-students and with other probationers would be obtained by going to Oxford or Cambridge. I do not believe we have encouraged them to spend their probationary year in Edinburgh.

53,338. What facilities do you give for the study of law in the University?—I should say they were admirable. We have a very well equipped Faculty of Law, with either Chairs or Lectureships in all the main departments of legal education. We have in Edinburgh the further advantage of having a Court of Session in the immediate neighbourhood of the University, which enables the student to supplement his study in theoretical law by attending to hear cases. I do not think there would be any difficulty in providing, if it were desired, a special training in Law which would be advantageous to the Indian civilian.

53,339. Is your Law School a large one?—Yes, it is the largest in Scotland.

53,340. So that students studying law would not necessarily be isolated: they would be brought into contact with a considerable number of their fellow-students?—Yes, except that on the whole the law students by themselves are rather an isolated body, because the majority of them are attending offices as well as classes in law. The classes in law are arranged either early in the morning or late in the afternoon so as to fit in with attendance at offices, and the result is that, with their classes and offices, they have little time to mix with the other students. Therefore, with some notable exceptions, the students in the Faculty of Law do not bulk largely in the life of the University.

53,341. Then you think that some measure of isolation is inevitable in that particular

branch of study?—The law students are engaged in other work besides their University work, and their hours are, therefore, rather different from the hours of the ordinary arts or science or medical students.

53,342. When you say you have all the facilities for a sound training in law, have you the facilities for teaching the general principles of law as opposed to the Indian codes?—Yes, I should say we had. We have a Professor of Public Law and International Law and the Principles of Jurisprudence, and we teach them in addition to both Scottish Law and English Law and Conveyancing.

53,343. What is the length of your University Honours Course in Law?—Three years. It leads up to the B.C.L. degree, which is an Honours degree.

53,344. What facilities does your University give for the study of classical and vernacular Oriental languages?—The only classical Oriental language which is taught in the University is Sanskrit. There is no teaching at the present time of the Indian vernaculars. That is one reason why we cannot take probationers.

53,345. In order to have probationers you would have to increase your teaching staff?—Yes, under the present system that would be necessary.

53,346. Have you a residential system at Edinburgh?—There is none provided by the University. There are Halls of Residence, which are managed by a company, on which the University is represented very largely, and which have been always on the best of terms with the University, but they are in no sense controlled by the University.

53,347. Groups of students residing in a hall, but detached from the University?—Yes, voluntarily residing in these halls. They have all their own arrangements, which are not submitted to or controlled by the University.

53,348. I see that you deprecate the possibility of lowering the age, but I take it you realise the objection, which has been put before us, to the present one year's course, as being insufficient for the training of students in the particular subjects required in an Indian career?—Yes. I think that in my letter I did, as was to be expected, represent what I may call the academic view, the view of the University, so far as it has been ascertained. I do not come with any mandate from the University, but simply as one who knows the working of it, and who knows pretty generally the views of people engaged in teaching, and I can say that from the University point of view we deprecate a change of age. I think, however, we fully realise that, in the first place, we are not qualified to speak on the question of what is advantageous for India, and in the second place that, if there be a collision between the interests of the University and the interests of India, the interests of the University must go to the wall. That

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does not seem to me to be disputable. Therefore on the question of the interests of India I do not think the University has any right or power to speak with authority, and all that the University can do is to say that such a change as is proposed would not be advantageous to the University, but that, if it were made, we should be ready to see what the University could do to meet it.

53,349. You probably remember men who passed in the earlier years, between 1878 and 1891?—Yes.

53,350. Looking broadly at the matter, would you say that they were less satisfactory than the present men?—From the University point of view I should say that the majority of them were on the whole less able and less thoroughly trained than the people who have been elected under the present system. As far as my judgment goes, I think the present system, on the whole, has drawn an abler lot of men, though I do not say that the older system did not produce a number of exceptional men. The average of ability I believe to be higher to-day than it was in those days.

53,351. With the two years' probation?—Yes.

53,352. Would you say that India was getting the picked men of the University to-day?—I will not say the very picked men, but a very high average, in ability and training, of the University graduates of the present day.

53,353. Is India getting men who are Fellows, or what is the equivalent of Fellows, in Scotch universities?—Yes. My connection with Scotland is not so long as that of some others. I have been in Scotland now for nearly twenty years, but before that I was at Oxford, and I have kept in close touch with Oxford, so that when I speak of my experience it represents both Scotland and Oxford. My impressions are based upon both.

53,354. Why are so many of the successful candidates preferring the Home Civil Service to-day to the Indian Civil Service?—I have been very much surprised and rather disappointed at it in many ways. There seems to me to be a growth of stay-at-homeness, which is certainly unusual in Scotland, which has always had the reputation of sending people all over the world, and which does so still in other classes. Undoubtedly I think the tendency of a university education, and perhaps the raising of the age, has been to strengthen the home ties and the desire to stay at home. I do not know any other grounds than those.

53,355. Assuming that more law has to be taught, and more Oriental languages, classical and vernacular, would you say that a one year's probation is sufficient?—I do not think I could speak with any authority on that subject. I have not had sufficient to do with probationers to know the amount of work they have to do.

53,356. Would you agree with those who say that, if there is to be a change of age, the change that would make the least disturbance would be that to the school-leaving age, as distinguished from any intermediate age?—I have not had the opportunity of consulting my colleagues on this point, but speaking as an individual I should say that from the University point of view the change to the school-leaving age would be the best change, and that nothing could be worse from the point of view of the University than taking men, so to speak, in the middle of their course.

53,357. Would you say that a three years' probation with a degree is academically preferable to a two or one year's probation without a degree?—Certainly.

53,358. I should like to ask your opinion on certain suggestions that have been made to us by witnesses in India in regard to the establishment of a separate institution for the training of Indian Civil Servants?—On that point I have a very strong opinion which is wholly adverse to that proposal. I remember the time when Indian engineering students were trained at Coopers Hill, and that has been abandoned, and the Engineering Service now seeks its probationers from the Universities. I remember when the Forest Service was trained at Coopers Hill, and that has been abandoned. Then they were grouped together at Oxford, and that was abandoned, and Cambridge and Edinburgh were put on the same level. I think the whole tendency in past history has been against separate and isolated education, and in favour of mixing the future Civil Servants of India with the ordinary youth of the country.

53,359. Do you know the reasons why the institutions you mention were abandoned?—I do not know them authoritatively.

53,360. What should you say were the weaknesses that brought about their downfall?—There may have been financial or other reasons at the bottom of some of the changes, but what I think has been gained has been the wider experience and the wider intercourse in the larger institutions, as compared with the cramped and isolated training provided in the special institution.

53,361. You regard that wider atmosphere as an integral part of the training of an Indian Civil Service probationer?—I do. I regard it as of vital importance.

53,362. Have you any system at your University of scholarships for young men from the Secondary Schools?—Yes. In Scotland they are called bursaries, and we have a large number of them, so large a number that very few students of really noteworthy ability who need pecuniary assistance at the University fail to obtain them. They are not so large in amount as a rule as the Scholarships at Oxford or Cambridge, but then of course the expenses of University life are smaller in Scotland.

53,363. If an examination framed on the lines of the examinations for scholarships or

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bursaries were introduced for the Indian Civil Service would not that meet some of the difficulties?—As I said in my written answers, I think it is quite possible to frame an examination on the lines either of Scholarships in the South, or of Bursaries in the North, which would be a fairly satisfactory examination, but I am bound to say I think there are defects in it. The point I would like to make is this, that as long as the Secondary Schools almost necessarily make their main subjects Classics and Mathematics there are always a number of boys, with real ability, but whose ability does not lie specially along those lines, who come to the front afterwards in the University. Such boys are more successful in the end by specialising on such subjects as history, economics, and so on, which enter into the University, but not into the school curriculum. They now have a chance of getting into the Service, but they would have comparatively little chance of doing so by an examination moulded upon the ordinary school curriculum, which is mainly classical and mathematical.

53,364. Would that difficulty be avoided by options?—If you avoid it by options, unless you can accompany such an arrangement by some safeguards of an artificial character, I am afraid that these would play into the hands of special preparation as opposed to the ordinary school preparation. If you introduce options for some of these subjects, like history, which are not taught to the same extent at school, you would find that boys were withdrawn from school to undergo a special preparation, and that I think is to be deprecated. That is the defect. Apart from that defect I think you could obtain very good material by such an examination, and of course at that age, 19 or so, the prospect of obtaining pecuniary assistance rather larger perhaps than that otherwise open to them would attract boys, and possibly attract parents still more.

53,365. Are the classes of subjects, especially those to which you have referred, the same in the Secondary Schools as they are in the larger Public Schools, or is there a different range of subjects as between the two groups of schools?—I should think they were very much the same. Of course there are certain differences between Scottish Secondary Schools and the majority of the English Public Schools, in that the Mathematics are rather better and the Classics not quite so good.

53,366. So that a boy coming up from one of the bigger schools, and a boy coming up from the Secondary Schools, would be on much the same ground?—We do not get boys from the bigger Public Schools. They go mostly to the English Universities. We do get them, but not the best.

53,367. Do they succeed when they come?—I should not say they did so well in the main as the boys from the big Secondary Schools like George Watson's College and Daniel Stewart's College, the large Day Schools of Scotland.

53,368. Is this due to the fact that the Bursary Examinations are framed to suit the courses in vogue in the big Secondary Schools, and are not so appropriate for the Public Schools?—I should say that the schools which are in the habit of sending up their best boys for the Scotch Bursaries do make their training suit this particular examination, whereas the big Public Schools, whose main aim is to get scholarships at Oxford or Cambridge, rather direct their attention to that purpose, which is not so suitable for success in the wider examination which is held for Bursaries. The Bursaries Examination is a wider examination than that for Oxford and Cambridge Scholarships, which are mostly specialised competitions, either in classics, mathematics, or science. They do not cover nearly so much ground.

53,369. But it would not be beyond the wisdom of man to devise an examination which would get over these difficulties?—I think there would be this dilemma. If you had a narrow and restricted system of options—and I suppose there would be some options—which would suit the schools, you would get the best boys from the schools; if you had a wider system of options which would suit the coaches it would not suit the schools. But the narrower system which would suit the schools would have the effect of excluding those boys whose interest lies in the subjects which are less prominent in the school curriculum than others, and who get their chance at the Universities, a chance which they have not for the most part had at schools. I would not like to say that the wisdom of a body which took the matter up might not devise a suitable examination, but I do think there are very great difficulties in the way, and that it would not be at all an easy thing to do.

53,370. (*Sir Murray Hammick.*) At what age do the boys generally go to the Universities in Scotland and at what age do they take their degrees?—I should say that the average age of entering Edinburgh is about 18, and a young man if he took the ordinary Pass Degree would take it at 21 or 22 and the Honours Degree not earlier than 22. The Honours curriculum in the great majority of cases is a four years' business.

53,371. Suppose the age for the open competition was fixed at from 21 to 22, would the students have an opportunity of taking their degree at the University of Edinburgh and then going in for the examination?—I can only speak of the present examination. If the examination were altered I cannot say what would happen. Given an examination like the present one their chances of success would be very much smaller than they are now, and the temptation to neglect their special University curriculum in order to prepare for this outside examination would be enormously increased. This matter of a slight diminution of age has been considered by the University in conjunction with the Civil

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Service Commission, and the feeling in the University was unanimous and strong against the age of 21 or 22.

53,372. Thirty or 35 years ago, when I entered the Service, numbers of men came up from Scotland and the examination then was at the age of 21. The conditions of Scottish education must have altered considerably since then?—The average age of entry has gone up considerably since then. The great change has been the introduction of a preliminary examination. In the old days there was practically no preliminary examination, so that anybody could come to the University, but now there is what is admitted to be the stiffest preliminary examination of any University system, and the result is that a longer time is spent in the Secondary Schools and the entry into the Universities is later. The position of the Scottish Universities in this matter has completely changed since your day.

53,373. You have a fair knowledge, I suppose, of men who have passed?—Yes.

53,374. In talking to a candidate a few days ago he told me that the effect of the present examination was so exhausting that practically for six months of the year of probation he could do nothing. Have you any knowledge of that as regards the candidates you have known, as to whether this examination does take it out of them so that they are unable to put to good use the one year's probation which they have?—I think the hardy Scottish student, who is capable of a great amount of work, has not suffered in this way, but I am bound to say that if the age were put at the school age one of the arguments against it would be that at that age the competitive examination would be of a very exhausting character, and probably the first year of probation would be spent in the process of recovery.

53,375. The gentleman who spoke to me was a Scotman who came, I think, from your University?—We must have been rather hard on him.

53,376. (*Sir Valentine Chirol.*) You say that your School of Law at Edinburgh affords abundant opportunities for legal studies, and I presume that means with reference to Scottish and English Law and not Indian Law?—We have no special arrangement with regard to Indian Law.

53,377. (*Mr. Abdur Rahim.*) Are there many Indian students in your University?—A large number.

53,378. What degrees do they go in for?—The great majority are medical students, but there are now a considerable number of students taking the Arts Degree and the Science Degree.

53,379. Do any Indian students take your Law Degree?—Very few, but a number of them take Law classes within their Arts Degree. There are options within the Arts Degree, and Law subjects such as Roman Law and Public Law enter into the Arts Degree,

and several of the Indian students take the Law subjects for Arts.

53,380. You have no facilities at all for teaching Hindu or Muhammadan Law?—No.

53,381. Is the Scottish Faculty of Advocates a special Faculty of your own?—Yes.

53,382. Admission to that is by special examination held in Scotland?—Yes.

53,383. Is that an examination held in Edinburgh?—Yes.

53,384. Do you know how it compares with the examination here in the Inns of Court?—No, but I should think it was very much about the same.

53,385. Have you in Scotland a system of studying in Barristers' chambers?—No. I think the majority of budding Advocates go to Solicitors' offices for a time. There are really no Barristers' chambers in Edinburgh in the sense that there are Barristers' chambers in London, because the old tradition in Scotland is that every Advocate's chamber is his private house, and it is there he has his consultations and so on.

53,386. Has he no pupils?—I would not like to say. I am not familiar with the details of the legal system. There may be something of the sort, but I do not think it is so systematic as in England.

53,387. I understand the advocates go to Solicitors' chambers to learn such things as conveyancing and drafting?—Yes.

53,388. Are the students required to attend courts and take notes of cases?—Not within the University, but it would be possible to make such an arrangement if that were desired. I really speak under correction with regard to the Law, as I am not a member of the Faculty of Law, nor familiar with all its workings.

53,389. Do the Indian students find any special difficulty in getting on with their fellow Scottish students?—That is a very difficult question to answer. I do not know that I should like to have what I should say on this subject reported, because this is rather an intimate academic question. I do not like to speak about the internal arrangements of my University in public.

53,390. In that case I do not want to press the question?—I am quite willing to answer the question, but I have some reluctance, so to speak, to answering it in a public way.

53,391. (*Chairman.*) I think the question might be asked in private at the end of the witness's public examination?—I should be pleased to deal with the matter in that way.

53,392. (*Mr Madge.*) Some of the opinions you have been good enough to give us are based on the probability that there may be a strong preference for reducing the age to a lower one, and I gather from what you have told us this morning that you would do that in deference to Indian experience. But eliminating that factor from the equation, would your own frank opinion be in favour of or against any reduction to a lower age?—The opinion

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of the University from the point of view of the University is opposed to a reduction in age. Our opinion is that the present system has brought the Indian Civil Service Examination and the University system into the greatest possible harmony, and produced no conflict between them in Scotland, and we regard that as a very great advantage.

53,393. You think that they have had a better class of civilians in recent years than formerly, and you also think that at a lower age a young man is not qualified to judge of what his future career should be?—That is so.

53,394. As regards the alleged defects of the classical and mathematical education, are not some of those defects considerably mitigated by the comparatively recent introduction into the George Watson School and other academies of a Science course?—Yes. I think in the big Scottish schools the specialisation in classics and mathematics is not so great as in English public schools, but still there remains my original objection that even in these schools there is not, from my point of view, and I think cannot be, the stress laid upon these subjects, which are of great value for people such as Indian civilians, subjects like history and economics, and the people who may excel in those subjects do not get a chance of showing their excellence even in the curriculum of such schools as George Watson's and Daniel Stewart's.

53,395. The disadvantage under which they laboured formerly has not been entirely removed?—I do not say it is a disadvantage. I say that from the point of view of the Indian Civil Service, by taking the boys from school you would lose a certain number of people who would get in under the present system on their academic course, but who would not get in on their school course.

53,396. As regards the advantages of residential universities, how far do you think the present arrangement of a common hall such as you have mentioned makes up for the advantages of residence in Oxford or Cambridge, having regard to the fact that, you say, some of the Scottish Universities have sent some most successful civilians into India of recent years?—I do not think that these residences of which I spoke, which are purely optional residences, have done as much for the University as the institution of the University Union, a large club which is open to all students, and which is an extremely well-managed institution, to which the great majority of students belong, including Indian students. I think that that Union, which touches a wider number of students than the halls of residence, has largely mitigated some of the disadvantages caused by living in lodgings and not meeting sufficiently with their fellow-students. The Scottish student has also another organisation called the Students' Representative Council. It is a statutory body, and considers all questions in which students' interests are involved, and it also provides a valuable training for those

students who rise to the top amongst their fellows. The Students' Union and the Students' Representative Council have done a good deal to minimise the disadvantages arising from a non-residential system.

53,397. Is there not a sort of embryonic union in Edinburgh University which might be screwed up to greater efficiency in the direction of the Oxford Union?—We have a union which is very much bigger than the Oxford Union and far more highly organised. The University Union in Edinburgh is, I venture to say, far and away the largest, most highly organised, and the most efficient university union in any university in the United Kingdom. It has done a great deal to minimise the alleged defects arising from the non-residential system.

53,398. (*Mr. Sly.*) Do the students in the Edinburgh University who at the present time go up for the Indian Civil Service open competitive examination go up as a rule direct from the University or do they have any special coaching or cramming elsewhere?—The great majority go direct from the University. It is a very exceptional thing for any special preparation to be resorted to.

53,399. We have had a certain amount of evidence that the curriculum of the examination at the present time is designed, unduly favourably perhaps, for the Honours Course in Oxford and Cambridge rather than for that of other universities. Has the Edinburgh University any opinion on that subject?—In view of the facts I have stated, namely, that of the students who are sent up a comparatively negligible proportion fail in the examination, it is impossible for me to support that contention. I am bound to say that I think the present system with its wider options has suited the University of Edinburgh extremely well.

53,400. Then we have had another criticism levelled against the present examination, to the effect that it is much more a test of memory than of real thinking powers as compared with the Final Honours Examination at the universities. Can you tell us from your experience whether that is the case or not? It is said that it is more on the lines of a High School Leaving Examination than on the lines of a Final Honours School Examination of the University?—So far as that can be said—I would not like to say whether it could or could not—it seems to me an inevitable result of a system of numerical marking. In the Honours School in the University marks are given by general impression of merit rather than by numbers, and undoubtedly the tendency of numerical marking is to exaggerate the importance of knowledge as compared with style or arrangement or any other great merit in the examination. Whereas if you mark, as in the Honours School you do, by classes, A, B, C, &c., with various symbols, plus and minus, you mark on general style and general ability to a larger extent than you do in numerical marking.

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53,401. So far as the question papers are concerned you see no great difference?—I should say the questions set are practically identical in character with those which are set in the Honours Examination in the University, and as a rule the examiners are men of experience in Honours Examination and therefore naturally adopt the same style of question.

53,402. You have given us an opinion to the effect that intellectually the candidates that succeed in the Indian Civil Service at the present time are in your opinion superior to those that succeeded under the younger age period. In order to be quite clear about your opinion, I wish to know whether, in making that comparison, you have taken into full consideration the difference of age between the candidates. You cannot expect a boy of 17 to reach the same intellectual standard as a man of 22?—You must understand that my opportunities of forming this opinion are based upon a comparatively small number of individuals, people with whom I have come in contact in their training, but so far as I have made that comparison, which I adhere to, I have taken fully into account the difference in the conditions under which they were chosen.

53,403. Did you have experience at Oxford of the successful candidates for the Indian Civil Service at the younger age, at the time they left the University as well as at the time they went into it?—Yes.

53,404. And when they left the University you still adhere to the opinion that they were not equal to the men of the present day?—Yes, on the average. I can remember exceptions.

53,405. One of the criticisms that we have heard against the present system is that it results in sending to India a certain number of men with no real desire to make their life career in that country, men who have gone up for the examination for the main purpose of getting into the Home Civil Service, but not succeeding in getting such an appointment, go to India simply as a means of livelihood. From your experience could you say whether that is really the case or not?—I should think it was the case with some, but I should not think it was the case with all. I have known candidates who have put India above the Home appointment.

53,406. You have told us about the three years' Honours Degree in Law at the University. Does that course occupy the full time of the student, or could he combine with that Honours course a course of special instruction in Indian subjects which it might be desirable for probationers to learn?—If I answer that question you must allow for the fact that I am not a member of the Faculty of Law, and am therefore not so familiar with the education in those subjects as I am with the Arts Faculty. Speaking without any real authority I should be inclined to say there was time, simply because so many of these students are engaged

in office work, and the students who are not engaged in office work would have time to devote to other subjects to a limited extent.

53,407. Perhaps more particularly the Indian Civil Service probationers, who would be presumably more or less picked men intellectually when they started?—I should think so.

53,408. If it is decided that Indian Civil Service probationers should undergo a three years' course of probation at approved Universities, I do not think you, on behalf of the Edinburgh University, expressed any opinion as to whether it would be possible for the University to confer an Honours Degree upon the results of an examination held at the end of that three years' course by the Civil Service Commissioners, or whether it would be possible to frame any Joint Examination Board that would be acceptable to the University?—That is a point which I have not had the opportunity of submitting to any representative body of the University, and therefore I can only state what my opinion is. My opinion is that the University of Edinburgh would not object to the organisation of an Honours School in Indian studies in which the examination was common to all the approved Universities; but I am inclined to think that such an examination should be conducted by a Joint Board representing the approved Universities rather than by a wholly outside body such as the Civil Service Commissioners. I think if such a Board were created the University of Edinburgh would be willing to confer its Honours Degree on the result of an examination not conducted solely by the University of Edinburgh.

53,409. (*Mr. Gokhale.*) Do you get any Indian students at Edinburgh who read for the Indian Civil Service?—I do not think we have had any within my knowledge.

53,410. You have told us you have had experience of both Oxford and Edinburgh; can you express any opinion as to which system of education, that at Oxford or that at Edinburgh, provides the better training ground for men who have to serve in the Indian Civil Service?—That is a very difficult question. On the whole I should be inclined to say that there are differences, but that the advantage is not wholly on either side, that Oxford has advantages and that Edinburgh has advantages. Looking at them on the whole I should be reluctant to give an unmixed and unqualified superiority to either University for the purpose. I think I should be disloyal to both of them to put one above the other. I will put it in this way. Oxford has the advantage of a collegiate system, and the collegiate system, with which I am very familiar, has, I think, very great advantages, but undoubtedly it tends in modern times to diminish independence. The system of college tutoring tends to put an undergraduate under rather excessive guidance. The Scottish University system has the very great merit of

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encouraging greater independence on the part of students. There is not the same individual attention given to each student; there is not the machinery for giving it. The absence of that individual attention, while it may result in possibly less progress towards the given end of the examination, yet on the whole is advantageous from the point of view of character. I think that is the compensation in the Scottish system, in a large measure, combined with these other institutions which tend to bring the whole University together, like the Union and the Students' Representative Council, as against the College system, which tends to break the University up into self-sufficient groups. On those grounds, which I could develop, I am inclined to think that although there are disadvantages in the Scottish system there are, on the other hand, compensating advantages. If the system sketched out in the letter from the Royal Commission were adopted, namely a three years' probationary course at an approved University, and if the University of Edinburgh were an approved University, I think it would be possible to organise within the University of Edinburgh something of the nature of a collegiate institution. Although we have not a residential system now, there is no reason why we should do without it for all time, and it might be possible for us to have for such probationers, and other students willing to take advantage of it, a residential system under University supervision side by side with the non-residential system, which is the normal system of the Scottish Universities. It is not impossible to develop that, in which case you might increase the advantages of Edinburgh by adding some of those of the collegiate system.

53,411. (*Mr. Chaubal.*) In giving your grounds for not approving of a special institution for probationers, you instanced the abolition of Cooper's Hill College and the Forest Institution attached to it, and you seemed to be of the opinion that the change has been for the good. Do you say that from your experience of the men who have been serving in India under the two different systems?—From my experience of the men before they went out to India in both cases.

53,412. But supposing the Indian Civil Servants have their three years' course at a University after an examination for such special subjects as are required in India, and they all live in a special institution where they get instruction in subjects which are required for India, what would be the possible objection to an institution at that stage where all the future servants who have to serve in the same country would live together and come to know each other and study subjects which are only of peculiar interest in respect to the Service in India, they having had previously all the advantages of a University?—I believe in the educational advantage of mixing at that impressionable age with men

who are looking forward to other occupations in life, and there is a narrowing effect in being associated only with people who are engaged in precisely the same studies and have the same future before them. It is really because I believe that a student gets a greater training from his fellows than he does solely from his teachers.

53,413. (*Sir Theodore Morison.*) Can a man take the Indian Civil Service examination on a single honours course at Edinburgh, or does he have to take two?—He generally takes two, or if he only takes one he generally takes a number of other classes afterwards. That is why the later age is of so great an advantage.

53,414. Does he read for those privately, or is he able to get the teaching from the University?—He can get the teaching for all he wants in the University.

53,415. Even though he does not attend another course?—Even though he does not take an honours school he can go to classes without necessarily taking the examination. The student has a perfectly free choice of classes within the University.

53,416. Because they are University lectures and not college lectures?—Yes.

53,417. You said you thought it would be possible to devise an examination at the lower age which would be closely related to the normal work of the schools. Could you indicate to us what sort of examination that would be for Scotland?—The examination to which I alluded as suiting the schools is an examination like our bursary examination, for which anybody can get the regulations in the calendar.

53,418. Your bursary examination is not so specialised as the scholarship examination?—No.

53,419. For a bursary a man offers two or three subjects?—Three or four subjects. I will undertake to send you the regulations.

53,420. An examination similar to your bursary examination probably would not suit the normal work of an English school?—Not so well.

53,421. Would it suit it at all?—As I say, we have no experience, because the best English schoolboys do not come for our bursary examination. They are prepared for the more specialised examination for a scholarship at the English Universities. But apart from that special examination for scholarships, there is nothing in the bursary examination which should disqualify an English schoolboy, and there is nothing in the subjects there which could not be adequately taught in an English school if that examination were regarded as the object for which the boys were being trained.

53,422. That would mean a dislocation of the normal work of the English schools, would it not?—It is quite obvious to me that if you had such a general examination you could not train on just the same lines the boys who were going in for specialised scholarships and the

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boys going in for a wider examination. The schools would have the machinery for training both, but it would require an adjustment of the machinery.

53,423. If you based your examination upon the Oxford and Cambridge scholarships you would interfere with the working of the Scottish schools?—Certainly. I think to a greater extent than you would interfere with the English schools by adopting the examination on our lines.

53,424. (*Lord Ronaldshay.*) There are just two points I want to clear up with regard to the arguments you advanced against reducing the age limit for the examination. One of the arguments you suggest is that probationers selected at the age of 19 and confronted by an examination restricted to themselves, and without external competition, would have comparatively few of the inducements to strenuous exertion which are supplied under the present system. Are you referring there to what is now known as the Final examination which takes place at the end of the period of probation?—No. I am referring to any system of examination which might be created if the change sketched out in the letter to us were carried out.

53,425. If they passed their competitive examination at the age of 19 do you mean that then they would have little inducement to make an effort after 19, during the period of probation?—That is my point. You would have those three years spent very much less strenuously at the university than those years at the university are spent under the present system.

53,426. But supposing that the examination at the end of the period of probation were made very much stricter than it is at the present time, and supposing that a man's position in the Indian Civil Service depended very largely upon the position which he occupied in that Final examination, do you think your argument would then be met?—I think you might make artificial inducements which might counteract the natural tendency to which I alluded, but my point is that if you have elected boys at 19, after a stiff and rather exhausting competitive examination, and then send them up to the university with an examination in prospect three years hence—I do not care how stiff it is, whether it is an Honours examination, or even what depends upon it, or even if it is competitive—what I say is that for the first year or so there will be a great slackening of effort on the part of a number of them. They will not, at that age, realise perhaps all the importance of this final examination. So far as you wish to counter-balance that you would have to introduce safeguards which, I admit, can be introduced. You would almost certainly have to have some sort of examination before the final one. But without those safeguards I do think there would be a very great relaxation and that

there would be difficulty in keeping these people up to the mark.

53,427. Another argument you advanced is this: "The selection of probationers at such an age as 19 would tend to narrow the classes from which they could be taken." We have had a good deal of evidence which points to an opposite conclusion. It has been suggested to us that parents under the present system in many instances cannot afford to pay for so long an education as is required when the examination is held at so late an age as 22 to 24, as is the case at the present time, and therefore, if the examination is at a considerably younger age you will have a much larger field to draw from. Had you considered that particular aspect when you suggested this?—I am speaking for a Scottish university, and for a Scottish university that argument does not apply at all. As I say, the pecuniary assistance in a Scottish university is ample. The expenditure is small, and the tradition of sending promising boys to the university is very strong in Scotland, and nobody, I think, is kept out of the Universities of Scotland on pecuniary grounds. Then there is the Carnegie Trust by which poorer boys can get their fees paid, and a number of them live at home. I do not think that argument as to the increased cost of education under the present system applies to the Scottish Universities at all, whereas I do think that if you want a highly specialised secondary education or its substitute you can only get it at institutions which are rather expensive, and that the means of getting assistance at such institutions are very much smaller.

53,428. The probationers would receive payment from the Government?—Undoubtedly. I quite see the attraction to the boy and his parents.

(*The following evidence of the witness was taken in camera.*)

53,429. (*Mr. Abdur Rahim.*) What I asked you during my examination was whether any difficulties had arisen between the Indian students at the Universities and the Scottish students?—If the white students at the University of Edinburgh were purely Scottish I do not think there would be any serious difficulty at all; but the University of Edinburgh draws its students from all parts of the Empire, and especially from the Colonies of Australia and South Africa, and the difficulties which have arisen in the University of Edinburgh have been largely the result of the hostility on colour ground of the white Colonial students, and not of the native Scottish students. The white Colonial students are rather an influential body; they are rather athletic, and some of them are well-to-do as compared with the other students, and they have tended in this matter to influence the Scottish students in a way in which I think they would not have been influenced otherwise. The result has been that there have been difficulties between

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[continued.]

white students and Indian students, and I attribute that, as I say, mainly to the influence of the students from Colonies where the colour prejudice is strong, and not to the natural impulse of the Scottish student, who, I think, is perfectly friendly to the Indian student if left to himself.

53,430. These difficulties are of recent growth, are they not?—Partly, because I think the number of Indian students has considerably increased of late years. The result has been that the Indian students now have what they call a Habitation or Club of their own, apart from the Students' Union, and I think that may be a bad thing for the University, because it may tend to isolate the Indian students from the other students, whereas membership of the Union tended to bring them together. I am bound to say that this prejudice fluctuates, because from time to time in the University Union we have had an Indian student elected on to the Committee of the Union, and he has always been very well received by his colleagues. As one of the senior staff I am a member of the Committee, and I have been struck by the fact that these occasional Indian students elected to the committee of management have been thoroughly well received by their colleagues. Outside the Committee there have been difficulties which have mainly arisen within the Union, which is where students associate most.

53,431. They are freely admitted into the Union?—They are perfectly freely admitted to the Union, and the majority of them belong to it. I think, on the whole, possibly the difficulties are diminishing, but I cannot deny that they have existed. I do not think the Scottish students have any but friendly feelings.

53,432. (*Chairman.*) How many Indians have you among your students on the average each year?—From 200 to 250.

DR. T. HERBERT WARREN, D.C.L.,\* President, Magdalen College, Oxford, called and examined *in camera*.

53,438. (*Chairman.*) We have been hearing from the previous witness in private what he has observed to be the relations between European and Indian students in the University of Edinburgh, and to save having to clear the room a second time, I will ask you your opinion on the same subject, in so far as it affects the University of Oxford, before we take your evidence in public. It is an important matter, and we should like to have a frank opinion from you on the subject?—I have not had any personal experience in my own college on this question because we have never had a student from India in my college. I have never had what I should call a really very strong application, the vast majority of applications to me having been applications of men

53,433. Do you mean by "difficulty" that there is a general avoidance of the Indians on the part of the Europeans, and that they group themselves into isolated sections?—Undoubtedly on the part of the South African and Australian students there is a strong antagonism. In the smaller reading rooms of the Union if an Indian student comes in you may see certain other students walk out.

53,434. Apparently the Colonial influence in the University of Edinburgh is a very powerful one?—Quite a powerful one. They have undoubtedly a very considerable influence in the University. They stick together.

53,435. They dominate the Scottish influence?—To some extent. They are prominent in games, and, as a rule, have a good deal of money, and those things have given them a considerable amount of influence.

53,436. Is any effort being made in the university to reduce this difficulty?—Yes, not officially, because it is not easy to deal with it officially, but socially there is a body called the Victoria League, which organises receptions and so on. There has been a good deal of effort, rather sporadic and not altogether successful, to try and bridge over the differences amongst students and to bring the Indian students into closer intercourse socially with the citizens of Edinburgh as well as with the other students. If that is done well and with sufficient tact it is very successful, but occasionally it may have conveyed the impression of patronage. It all depends on the way in which it has been done. Some people have done it well and some people have not done it well.

53,437. (*Sir Valentine Chirol.*) I take it you attribute the growth of this feeling almost exclusively to the influence of a certain section of white students. You do not hold the Indians themselves in any way responsible for the feeling?—No, not at all.

(The witness withdrew.)

coming at the last moment, sometimes after the term had begun, and with no very special credentials, or with credentials of which I could not assess the value, or they have been persons wishing to migrate from the non-collegiate body or Cambridge. A very large number join the non-collegiate body, and then want to go on to a college, and we do not take members from a non-collegiate body unless they are elected to some Scholarship or Exhibition, or unless there is some very special reason. We do not, too, as a rule, take persons who have already been at Cambridge, especially if they have been a long time at Cambridge, because we do not think it really is quite a fair representation to the world that when a man has been two years at Cambridge and comes and finishes off at Oxford he should be called an Oxford man. Of course we have nothing against Cambridge. From what I

\* For the written evidence of Dr. Warren, *vide* Appendix No. III.

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[continued.]

heard when I was Vice-Chancellor, which I was from 1906 to 1910, and from what I have been told by friends in other colleges, there has been some trouble. Two cases in particular came before me as Vice-Chancellor, one a very troublesome case and the other a somewhat absurd one. My impression is that nowadays the Indian students very seldom take high honours. In all my experience I can hardly recollect any Indian student standing out as conspicuous in the honours list, or as a man of very distinct intellect, since perhaps quite early times. My impression is that, if they succeed at Oxford, they are rather disappointed when they go away, but the majority of them do not succeed socially, and then they think they are being cold-shouldered, and they become rather unhappy and congregate together very much. A distinguished and able man, Mr. Burrows, has been recently appointed to act as a sort of patron of the Indian students, and he is going to sift the evidence with regard to credentials and supply them to the colleges, and I believe already something has been achieved in that way. Another difficulty brought to my notice as Vice-Chancellor was their pecuniary relations with their colleges, and with their lodging-house keepers. They were very frequently unable to pay their bills, and defaulted and created difficulties. That I should imagine is perhaps one of the easiest things to deal with.

53,439. To what colleges do the Indians chiefly go?—Chiefly to two or three colleges. When I was Vice-Chancellor there were not a very great number altogether, some 70. The majority of them were non-collegiate students, I think over 30. There were some six or seven in Worcester College, a fair number in Wadham College, a moderate number in Balliol College, a number in Jesus College, and one or two at some of the other colleges. There were several colleges in which there were none.

53,440. In those colleges in which the Indians are in numbers, do they take part in the social life of the colleges and the clubs?—Occasionally they play games, and play them well, and then they are brought into the general life of the undergraduates as far as games go. They also join a certain number of the clubs, and there are a good number of them in the Union Society.

53,441. They have to be elected to the Union?—It is a mere form. A man gets a proposer and a seconder and his name is put up and the list is read out.

53,442. Do they become members of the chief clubs in the University?—They would not often be members of a fashionable club like Vincent's, or Bullingdon, or the "Grid."

53,443. Speaking generally, would you say the relationship as between the Indian and European element in the University is worse or better to-day than it was a few years back?—I should say it is a little better now than it was two or three years ago, but it is

not so good as it was 30 years ago when it was a much more amateur affair.

53,444. There is a very large number now?—There is not a large number now, but they have increased.

53,445. How many would there be at the University?—I should think about 70 or 80; but I have not looked up the statistics.

53,446. (*Sir Theodore Morison.*) Do you think that Oxford would be prepared to take any larger number of Indian students than they have at present?—Do you mean in the colleges, or as non-collegiate students? It makes a very considerable difference. A non-collegiate body is really not limited.

53,447. I mean particularly in colleges. I understand that the colleges have a certain percentage in many of them, and they say they do not think it advisable they should have more than a certain percentage of Indian students to the English students?—That is so. I think very few colleges would take more than a small number.

53,448. Therefore a considerable increase in the colleges is unlikely?—Quite unlikely.

53,449. Speaking generally for the University, do you think that Oxford would welcome or be adverse to a considerable increase of Indians among the non-collegiate students? I should not assume to speak with great authority, but my impression is that if the number of non-collegiate students was very largely increased the University would take alarm. They might become used to it and find their alarm was not well founded, but I think they would view it with apprehension if they came on rapidly.

53,450. (*Mr. Chaubal.*) How many of the 90 or 100 students would there be contemplating to appear for the Indian Civil Service?—Very few.

53,451. What are the rest reading for?—Most of them are going to the Bar. A few are going into Medicine.

53,452. (*Mr. Gokhale.*) Do you anticipate that the difficulties you have been speaking of will grow or tend to diminish?—I think they might be somewhat diminished by the operations of Mr. Burrows or anybody who succeeds him. I think, if the Indian students were more sifted, that would certainly tend to diminish the difficulties, especially if more was known about them, and only those came who could certainly pay their way and had a definite object.

53,453. Do you think the proportion of those who are in financial embarrassment is very considerable, or is it only an exceptional case here and there?—I should not say it is very considerable, but it is higher than it ought to be. It is higher than it would be amongst any other class.

53,454. (*Mr. Abdur Rahim.*) What would be the objection to increasing the number of non-collegiate Indian students?—The non-collegiate students are not so much looked after; they never come into college, they live in

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[continued.]

lodgings, and they need not necessarily get to know anyone. Consequently, the Indian non-collegiate students to a large extent congregate together, and do not make acquaintance with the English. If the number were increased I think that drawback would increase; they would be more of a class apart.

53,455. But if they are not admitted into the college, and there is this objection to the non-collegiate students, because they cannot benefit by the life of the University, to the same extent?—That, I think, is a real difficulty, and I do not see how it is to be overcome. There is now a very considerable pressure on the accommodation in the colleges. Oxford and Cambridge have both become Imperial Universities, and further they are becoming cosmopolitan Universities. The Rhodes scholars at Oxford amount to about 170, and they all expect to be given rooms in college when they come up, and in order to take them it is necessary to refuse some other students. English, Scotch, Irish, or Welsh. A large number of Germans now come, and I constantly get applications from Frenchmen. The Rhodes scholars bring their friends in their train, and we have a very large number of Colonial students. A Russian student is wanting to come just now, and I could have had a number of them. They all want to come into college, partly because their parents wish them to have the advantage of the college discipline, as they think it is much better for the son to be in the college and in bed by a certain hour every night, than be in lodgings where he is quite free, and also they want to be in college in order that they may be in the thick of the University life.

53,456. I thought you suggested that some of the Indian students had no definite object. Do not they read for their degrees?—Most of them profess to read for a degree, but it is only a pass degree, and I understand the object is merely to have a degree and not to have honours. There is a constant and laudable attempt in Oxford to raise the standard, and only to admit persons who are going to take high degrees. Many colleges only take those who are reading for an honours degree.

53,457. (*Sir Valentine Chirol.*) What are the reasons why you say that alarm would be manifested by the colleges at any increase in the non-collegiates? What are the precise dangers?—One of the dangers, I think, is supposed to be that they are older for their age and more "mannish" than European students.

53,458. I take it that this alarm is really created by individual cases that have occurred amongst individual students rather than by any general tendencies displayed by Indian students?—I think so.

*The examination of the witness was then proceeded with in public.*

53,459. (*Chairman.*) You are President of Magdalen College, Oxford?—I am.

53,460. We have before us your answer\* to the letter which we sent to you, and the Memorandum of the Committee of your Hebdomadal Council. The questions which I shall put to you to-day will deal with the point whether the age for recruitment for the Indian Civil Service is to be lowered, and, if so, what the effect of that will be on your University. I will also ask you to what extent further facilities can be offered in your University for the teaching of law and of the classical and vernacular Oriental languages. I see that you and your colleagues on the Committee deprecate generally the lowering of the age?—Yes.

53,461. But I gather from what you say that you realise the objection to the present system of a single year's probation?—Yes.

53,462. You suggest an enlargement of the present course, but would keep it to a single year. Would you be prepared to say that a full course could be got through in that time?—I think we say that a year is a very short time. We certainly recognise that, and of course it is not a full year, because it begins in October and practically ends in July, and the men are hardly drafted into their proper work even by the beginning of October. In the Memorandum you will find that we thought some of the subjects might be dropped and more attention might be paid to the rest. We do, however, admit that one year is a very short time.

53,463. I suppose it really is a good deal less than a year?—Yes, it must be regarded as less than a year.

53,464. Is it your experience that the strain of the examination makes it necessary for the probationers to take it easy for the first three or four months?—I think young fellows are rather exhausted at the end of August, but I cannot say that they are very much exhausted when they come back in October. Of course they feel that they have attained their object, that the strain of the race, so to speak, is over, and that other people have got on, and that they undoubtedly will get on, unless they do something very foolish, and therefore I do not think they work as hard in that year as they have done in the years previous, when they were endeavouring to attain their object.

53,465. So that, even if you omitted certain subjects, a year as it stands would still be insufficient for an adequate training?—I do not know India, and do not know exactly what you want, but a year is a very short time to give a complete education of the kind you suggest.

53,466. Assuming that India wants the civilian to arrive in India not later than he now does, and that a year is inadequate for the preliminary training required, a younger age for the examination will be necessary. I notice that you deprecate anything in the nature of an age between that at which a student leaves school, and that at which he leaves a University?—Yes. We do not think,

\* *Vide Appendix No. III.*

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as things are at present arranged, that that would be practicable.

53,467. So that it really comes to this, that if a year's probation is insufficient, there is nothing in your judgment between the present age and the school-leaving age?—No. I am inclined to the view that if you want to get a long time and a really specialised training you will have to go back to the school-leaving age.

53,468. Would you say that the men who got in at the school-leaving age, from 1878 to 1891, were as good as the men who are getting in to-day?—My impression is that the rank and file were not so good. I think the best were as good, but I do not think the rank and file were, and there were more failures: there were more who failed altogether in the final examination.

53,469. Would you say that under the present system India was getting the picked men from the University?—I should certainly say that under the present system India was getting from Oxford, and I believe it is the same with Cambridge, a very able, industrious, moral, vigorous lot of men. When I was Vice-Chancellor I got Lord Morley to come down and see the students, as I thought it would be an inspiration to them, and Lord Morley came down and made a very interesting and excellent speech at a dinner. Both the teachers and students were delighted to see him and he appeared to be much pleased to see them. I felt very happy in being able to call his attention to a number of students who were quite among the cream of the University. To be quite honest, I may say that I have noticed some deterioration in the last few years. Persons I should not have expected to get in 10 years ago have recently got in. They are really good fellows, only not so clever in the gift of excelling in examinations. I do not know any really bad candidate who has got in.

53,470. How many men have you passed in on an average from the University?—I am not an expert and have no figures. The Master of Balliol would tell you that in a moment. My impression is that it is about 30 to 40 a year.

53,471. We have had a great deal of evidence pointing to the necessity of teaching the general principles of Law as distinguished from the Indian Codes. Have you facilities in the University for that?—We certainly have ample facilities for teaching the general principles of Law; no place has more. That is, as distinguished from the practice of Law in the Courts. The Law School has very much improved of late. The Rhodes scholars have done a great deal to improve it.

53,472. Would you say that a full Law course could be taken satisfactorily in a year?—A good deal could be done. I should say the principles of law could be acquired, especially by the class of men who get in now. The

Oxford training is very largely a training in principles.

53,473. What is the length of your Honours course in Law?—The usual length is two or two and a quarter years, but an able man who has taken the Classical School before will take Law in a year.

53,474. As regards the classical Oriental languages, could you tell us what facilities you have in the University now for teaching?—We have a very distinguished and learned Professor of Sanskrit, and a similar Professor of Arabic, and also a native Sheikh who teaches Arabic to the Egyptian probationers.

53,475. Have you a teacher of Persian?—Yes.

53,476. If it were decided to have a period of three years' probation, and the probationers were put through an honours course, and got an honours degree, would not that be preferable to having a course which would extend over only one or two years?—I am not sure whether you mean preferable from an educational point of view, or preferable as a preparation for India. I do not think I am very well qualified to judge about the preparation for India.

53,477. Putting it educationally, would not a three years' course be better than a one year's course?—We must look at it all round. If you established a three years' course it would have the effect of taking men from the other courses of the University, from the classical, or history, or the natural science, or the mathematical course, and I do not think it would be as good as some of those.

53,478. But, looking at it from the point of view of India, other considerations would apply?—Yes, that is for you to say. That is just one of the things we feel very much, that if this special course is established these men who, *ex hypothesi*, will be some of the ablest and most capable men will lose a general liberal training between the years of 19 and 22 or 23. They will be put into the special course and cut off from the studies of their compeers, who come up from school, and to a certain extent cut off from their intellectual life, and to some extent from the social life, by the fact that they are pursuing a very special course.

53,479. Would the law course cut them off? Would not there be a number of other students going through the same course with them?—As I understand, they would not take honours in law, but only certain portions of law as part of their course.

53,480. That would not necessarily drive them into isolation?—It would not drive them so much into isolation. We should not select the law course as giving the most liberal or the most general education. We prefer, if we get a really able man—and I think the lawyers themselves prefer it—that he should go through the classical course first of all. The present Prime Minister and Sir Edward Grey went through the classical course.

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53,481. Would it not be possible to frame an examination for the Indian Civil Service on lines similar to those of the Scholarship Examinations at your University?—Scholarships are given in a variety of subjects, and at Oxford, although an attempt is being made to broaden the basis, on the whole they are given for excellence in classics or mathematics, or history or natural science, and not for a combination of those subjects.

53,482. Do you think there would be difficulty in framing an examination which would be suitable for the various kinds of schools?—I think there would, because the different schools would all claim to compete, and be very anxious that their students should have the same chance, and they would wish to have the marks arranged so as to give their students the same chance. Our experience is that the kind of fellows we would most like to see in India are the scholars from Public Schools; more particularly the classical scholars and the scholars in History.

53,483. I suppose it would be possible to have an examination with certain options?—I think it would be possible, but very difficult. You would have many competing interests. You would have the interests of a variety of schools, and the interests of the crammers or private teachers who would certainly rise up.

53,484. But it is possible to frame an examination which makes it much more difficult for the crammer to succeed?—I doubt if it is possible at that age. It is possible at the present age. Cramming at that age is much more effective.

53,485. Supposing there were a three years' probation, it has been suggested to us that it would lead to slackness on the part of the probationer. Could not that be avoided by periodical tests?—I think it would be necessary to have tests during the period to deal slackness. That used to happen a good deal. I seem to recollect one or two very sad cases of persons who were called upon to refund the amount which Government had paid, they having failed, and it was a very great hardship to their friends.

53,486. If their position in the Service depended on the result of the examination I suppose that would be of assistance?—Yes, but would that depend on the Intermediate as well as the Final?

53,487. Would it not be practicable to calculate a certain number of marks for the Intermediate with the Final?—I should think that could be done.

53,488. So that that would ensure industry throughout the time?—Yes. I think something could be done, but I rather share what I overheard my old friend Professor Lodge saying, that human nature being what it is, and these young fellows having got in, they would be inclined to take it easier at the first at any rate.

53,489. You say in your written statement that "it is possible that a University might be willing to grant an ordinary Degree to all who passed through such a course, but we believe that the proposal that they should be entitled to an Honours Degree on the basis of classes assigned by an external authority would raise formidable opposition in Oxford." Do you think that opposition could be overcome?—We understood one suggestion was that there should be a Final Examination for the candidates from a variety of Universities, and that the award would be made either by representatives of those Universities or some external Board. I certainly think Oxford would very much dislike the idea of accepting a class list from outside and giving a Degree upon it.

53,490. Would Oxford modify its opinion if the suggestion made by Professor Lodge was adopted, namely, that there should be a Joint Board?—We foresee that that would be exceedingly difficult when you get beyond Cambridge, or possibly Cambridge and London. We have been always very good friends with Cambridge, and we have found no difficulty in working with them. The more you increase the bodies represented the more difficult it becomes.

53,491. It would not be so difficult if the examination were confined to two or three?—No, but it would not be easy then.

53,492. (*Lord Ronaldshay.*) Is the tendency at the present day for men to come up to the University at a later age than was the case 15 or 20 years ago?—No. I think it has remained very much the same during that period.

53,493. Do men come up now about 19?—Yes, as a rule.

53,494. And your honours course is a four years' one?—Yes, the classical course, or mathematical course, with two examinations, is a four years' one, but three-fourths of the students only take three years now. They do not go in for this course; they go in for history or law.

53,495. Generally speaking, does a man graduate in honours about the age of 22 or 23?—Yes.

53,496. That would be about the average?—Yes. Medical students take rather longer, but we need not regard them here.

53,497. Supposing that a change was recommended, and that the competitive examination was placed at the school-leaving age, you would be rather opposed to the probationers being collected at one college, and would much rather that they were distributed in small numbers over different colleges throughout the University?—I am sure it would be much more in their interest, but whether it would be in our interest is a different question. I think it would be to our interest also, because what is healthy is generally in the interest of everybody.

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53,498. I asked that question because it has been suggested to us that supposing the examination did take place at the younger age, and that there was a larger percentage of natives of India among the probationers than there are to-day, it would be very much easier to bring these men together, Indians and Englishmen, if they were brought together in one college or institution. In your opinion if that were done they would lose a great deal in other directions?—I have not thought of that aspect of it, I am bound to say, but I think it would be so.

53,499. I suppose it would be very much easier to exercise effective supervision and control over them if they were all in one place?—It depends on what you mean by effective supervision and control. It is almost impossible for one college to impose a system of discipline which another college does not. My college, for instance, could not say it would shut its gates every night at 10 when others kept open to 12. Naturally, undergraduates would not stand it. I do not say there are not certain things that might be done, but I think you would find the general tendency was very strong for equality.

53,500. On the whole you would stick to the position you take up here?—Yes. I have not thought of the problem of the Indian student, and I should not like to offer any opinion about that.

53,501. Just to clear my mind about this possibility of the final examination taking a competitive form, I understand that that would really be extremely difficult if the probationers were distributed over different Universities?—I think it would be quite impossible to award places on a separate examination held, one at Oxford, one at Cambridge, one at Dublin, and one at Edinburgh. Supposing Oxford produced in one year 20 first-class men and Cambridge only produced 15, there would be a great feeling that perhaps the 15 Cambridge men were of a higher standard, or something of that kind, and that they could easily, by lowering the standard, have produced 20. If you are to have a competitive examination it must be conducted by some external and impartial body, and then comes the difficulty of the degree.

53,502. So that there are really almost insuperable difficulties, if a degree is to be included, in having a competitive examination at the end of the period of probation, unless the probationers were confined to one university?—Yes. I think to combine the two is a very difficult thing.

53,503. (*Sir Theodore Morison.*) Do I understand that the opinion of Oxford is that they would be unwilling to give, or you think it is improbable they would give, a degree on Indian studies even if Oxford managed the examination itself?—I think possibly Oxford might establish a school *in rebus Indicis*, and might give a degree upon it, but I ought to point out that there was a very considerable

opposition to that proposal for the Forest students. It was proposed, and the proposal was lost, and lost on the ground that it was a combination of technical qualifications, and did not afford a liberal education, that the candidates were expected to acquire a technical knowledge of a variety of subjects, and that those put together constituted the school, and it did not compare with the liberal school in scientific principles thoroughly carried out.

53,504. Do you think the same objections would apply?—They might be got over, but they would be raised.

53,505. The subjects are not so technical because they are all represented in the University?—That is quite true, and I think the opposition might be got over.

53,506. It is a combination of rather unallied subjects, but if the conduct of the examination by an external authority were not insisted upon would Oxford be more likely to consider the question of conferring an Honours degree?—I think so.

53,507. That removes one of the great difficulties?—Yes, only it brings in the other difficulty.

53,508. You spoke of the danger of crammers. Are boys crammed for scholarship examinations?—Yes, to a certain extent, but not nearly as much as they were. They are specially taught at school.

53,509. But the scholarship examination is rather closely related to the normal school course?—Yes.

53,510. Is there any difficulty in having an examination which closely corresponded to that, so that the allowances which they would receive for study at the University would be looked upon more as a very fine scholarship, and we should get the same class for the Indian Civil Service probationers as now get scholarships?—I think the difficulty would be that boys could hardly get enough marks in the sort of examination I should expect you would be obliged to arrange on the subjects in which they get scholarships. They get scholarships on a few subjects, and it is almost impossible to give so many marks to a few subjects.

53,511. Can you advise us how to frame an examination so that we could secure the scholarship men?—I think if you had the courage, and if public opinion would allow you to give high marks for a comparatively few subjects, you could do it. That is really the gist of the matter in my view, and I think that of the Master of Balliol.

53,512. That is to say that class of men can be obtained by public examination if you will arrange the examination with that end in view?—Yes.

53,513. With regard to the relative marking of the subjects, you say, “If they are to have a fair chance in the competitive examination, the marks should be assigned in proportion to the difficulty of the subjects, a result by no means easy to secure.”

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[continued.]

Do you know how the Civil Service Commission at present determines the relative value of particular subjects?—I think what was said at the beginning of the memorandum bears on that. It has been gradually arrived at. There have been several very strenuous discussions in which Oxford and Cambridge and the Scotch Universities took part, and the present scale really represents the original scale very much modified as a result of those discussions.

53,514. Are you in Oxford fairly satisfied with the valuation?—I think we are very well satisfied. Some people say that we have reason to be too well satisfied.

53,515. If it is possible so to value the subjects as to fairly represent the difficulty of a University career, do you think it cannot be done with regard to the school career?—I think the difficulty is the competition of number and variety of schools. Universities, after all, are limited, and Universities have much more power of fixing their studies on principle and not on grounds of advantage. The parent cannot influence the University so much as he can the school.

53,516. The Civil Service Commissioners have been able to disregard the protests of some Universities. After all, there are 17 Universities in the United Kingdom, and they have paid much more deference to some than to others. Do you think it would be possible so to fashion the examination as to relate it closely with the normal working of the particular type of school that they consider best?—I think you would find there would be considerable popular discussion and outcry.

53,517. But it can be done if you face that?—Yes, it could be done then.

53,518. So that the difficulties you anticipate are rather of popular outcry and not educational difficulties?—The two to a certain extent go together. It is very difficult for certain schools to teach certain subjects; there are a large number of schools which would find it very difficult to teach Greek, and yet they would say they ought to have a fair chance for their scholars.

53,519. (*Mr. Chaubal.*) I think you said in answer to the Chairman that in order to safeguard against any slackness in the probationary course there might be examinations during the three years?—I think that would be one of the most effective safeguards.

53,520. In that case do not you think there would be too many examinations? First there would be the competitive examination. Then the three examinations during the probationary course, and then there are two Departmental examinations in India?—I think half a dozen examinations would be a very large number and a most intolerable burden.

53,521. But at the same time you think it would not be possible to have only one examination at the end of three years?—I would not say impossible.

53,522. I mean advantageously?—I think it would be running a considerable risk. It would be a help to the students to have some intermediate examination, but I would not have more than one. If they failed once that would frighten them.

53,523. You would not give up the final?—No.

53,524. In the evidence which we had in India the Indian witnesses complained that there was disproportionate marking with reference to certain subjects, and we had a considerable body of evidence that Sanskrit and Arabic should be put upon the same level as the classics. Have you any opinion on that subject?—I do not think I could offer any opinion because I do not know how difficult it is for an Indian to acquire the same sort of knowledge of Sanskrit which an Englishman acquires of Greek or Latin.

53,525. Do not you think that for a good general education for the Indian civilian it would be best to have an examination with certain compulsory subjects, but with more optional subjects, giving them the complete option of taking up any subjects they like?—There again I find it very difficult to answer because I do not quite know what you are aiming at, whether you are aiming at getting the ablest and most generally educated man or at getting a specialist.

53,526. Take, for instance, specialisation in classics; that is not of so much importance to the Civil Servant in India; but History, Economics, Political Economy, and certain other subjects are valuable and might be made compulsory, the other subjects being left optional?—I can imagine there are certain subjects which might be made compulsory. That is the old question of the technical as against the liberal education.

53,527. I do not want to do away with a liberal education, but would not you secure that liberal education by making certain subjects compulsory, leaving other subjects optional?—I think that might be done. It would be something like the Foreign Office system, which works well. In the Foreign Office the general subjects, History, Political Economy, and Classics count for marks, but any candidate who wishes to enter the Foreign Office must take Modern Languages.

53,528. Have you formed any opinion as to whether residence in or about London would be better for candidates who are studying Law or who are preparing for the judicial branch of the service than residence in Oxford?—It is clear that if you want a candidate to frequent the courts and hear cases actually tried residence in London has an advantage. As regards teaching the principles of Law, probably Oxford would have an advantage.

53,529. (*Mr. Gokhale.*) Have you had any experience of any Government of India scholars at Oxford?—I have heard of them,

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[continued.]

but I really know nothing about them. They have not come under my notice.

53,530. (*Mr. Sly.*) We have had a certain amount of evidence to the effect that the quality of the candidates accepting the Indian Civil Service during recent years has deteriorated, that there is a much stronger preference for the Home Civil Service than for the Indian Civil Service. Is that evidence borne out by your experience in Oxford?—My strong impression is that in the last few years the award has gone lower down the list; men who stood lower on the list have got in because the places were not filled by men higher on the list. A very few years ago I should have said that the Indian Civil Service was securing quite as good men as ever, and I think the men at the top are still very good.

53,531. Can you tell us any special reasons why the Indian Civil Service is not so popular as it was?—My belief is that there are two or three causes which might conduce to it. The Home Civil Service has become more attractive; there are more official appointments at home and men from the Civil Service get drafted into them. Also I think the Indian Civil Service has been more criticised both at home and abroad.

53,532. Is the question of monetary prospects a factor in the consideration?—I do not think I could speak with much precision on that. For instance, I do not know anything about the standard of living or the variation of prices in India, but I think men come home more, and I am inclined to think more of them marry.

53,533. I wanted to know whether you could tell us from your experience what were the considerations which actually entered into the mind of the candidate in refraining from going out to India?—It is the same list for the Home Service and the Indian Service, and I think the larger number of persons put down their names for both, but there are fewer who put India first. The reason of that I believe is partly that the Home Civil Service is more attractive; there are more openings in it and from it; and partly that the Indian Civil Service has been more criticised and has also become rather expensive. There are a large number of persons who cannot get into the Home Civil Service and are very glad indeed to go to India. The persons who go in for the Civil Service are generally persons who go in to find a living. Every now and then we still have persons who prefer India.

53,534. We have had a certain amount of evidence to the effect that the academical qualifications of the successful candidates are perhaps lower than they used to be, that there are not so many first-class men or men who have earned university prizes. Is that the case or not?—My impression is that that is so, taking them all down the list. You still

get very good and brilliant men, but you get more without such distinctions.

53,535. We have also heard the criticisms that the present examination for the Indian Civil Service is rather run on the lines of a test of memory than of the thinking powers of a candidate, that as a test of intellectual ability it is not of the same standard as the examination for the Final Honours of a University?—I have never examined and I can only go by what I have heard and observed of the candidates who succeed. I think it is so to some extent, but my opinion is not of much value on that point.

53,536. (*Mr. Madge.*) You have practically accepted all the opinions of the Joint Memorandum of your Committee, but I should like to have it plainly whether you individually think the present system is better than any other likely to be devised, for each and all of the reasons you have given in your Memorandum?—Yes.

53,537. (*Mr. Abdur Rahim.*) Your Honours Degree in Law is B.C.L., is it not?—Yes. The system at Oxford is that everyone takes a degree in Arts. First of all the B.A., and then if he likes the M.A. After that he may take further degrees in Theology, Law, or Medicine. The degrees in Law are Bachelor of Law and Doctor of Law—B.C.L. and D.C.L.

53,538. In the B.C.L. I think you assign very large importance to Roman Civil Law?—Although I have the Honorary Degree of Doctor of Law I am rather a fraud in that respect.

53,539. It is different from the education given by the Council of Legal Education at the Inns of Court; they teach more of the principles of English Law than you do at Oxford, you at Oxford proceeding more on Roman Law?—There are two different things. There is the ordinary Law School, the School of Jurisprudence, which is crowned by the B.A. The candidate for the ordinary School of Law has first of all to pass Responsions, in which he takes Greek, Latin, and Mathematics; then he has to pass what is called Pass Moderations, which is a further Classical examination, or go in for a preliminary examination in Law, in which he takes some History, some Roman Law, and some Logic; and then he takes the Final examination in Law, in which, I think, he again takes some Roman Law. He certainly takes the principles of English Law. On the strength of that he gets a First, Second, Third, or Fourth Class, and the B.A. Degree. He specialises if he wishes to take the B.C.L. examination and takes the Examination in Law only.

53,540. Can you tell us what place is assigned to the study of Equity or Common Law?—I should not like to attempt to tell you exactly what place is taken, but you would certainly find a very considerable place is taken by these. Books again like Maine's Ancient

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[continued.]

Law and Constitutional Law and International Law are required.

53,541. (*Sir Valentine Chirol.*) The suggestions you have very kindly placed before us are mainly based, I take it, upon the value of different forms of examination for English candidates for the Indian Civil Service?—Yes.

53,542. You have not taken into consideration the question of their effect on natives of India who are candidates?—No.

53,543. Have you yourself come in contact much with Indians in Oxford who have competed at the examination?—There are very few, I think, and I have not come across them.

53,544. (*Sir Murray Hammick.*) During the period when candidates came up at the young age, from 1878 to 1891, do you know whether the proportion of candidates who came from crammers was larger than it is now?—I should think the proportion of those who spent a considerable time at crammers and did not merely take the crammer side by side with or in addition to another training was undoubtedly larger.

53,545. That is to say the number of candidates who spend a whole year or perhaps more at a crammer's exclusively was larger during that young age than it is now?—That would be my impression.

53,546. (*Chairman.*) I may take it generally from your answers that, if it is found in the interest of India that the age of recruitment should be reduced, and that there should be a longer probationary period, the University of Oxford would be likely to do what they could to assist in affording the necessary facilities?—Yes, I think so. If I may offer a very general expression of opinion at the end I would say this. I suppose your object is to get the best men for your purpose. It is largely a question of the selection of men with natural gifts.

53,547. The best men, and men best trained in particular subjects?—You want first of all the best natural material, and then you want to get them out at the right age, and you want to get them out properly prepared for the life they find there.

53,548. And for that life and career they must be particularly well trained in particular subjects?—Of course I do not feel able to judge exactly what the training should be, or

what the age should be. I have no opinion as to whether a young man going out at 25 would command more respect and hold his own better, or whether his health would be likely to be better, or whether, generally, he would be more suited than a younger man, but what I think I can inform you about is as to your getting the best natural material. I think if you selected your candidates at 19 from schools it would be more of a lottery—what Sydney Smith called, in connection with the English Church, “prizes and blanks”; you will get one boy who is exceedingly brilliant, and who, perhaps, has not found out how clever he is, and who is permitted, without a very great deal of knowledge of the Indian Civil Service, to go into that Service, or whose parents send him into it; but, on the other hand, you will lose a considerable number of boys of very good ability who will say, “I am not going to ‘make up my mind to go out to India; I ‘want to go to Oxford or Cambridge because ‘I may become Lord Chancellor or Prime ‘Minister.” A great many would not choose at once, and therefore as they stand out you will get a considerable number of less able boys. After these boys have gone to Oxford or Cambridge and gone through the mill there, and compared themselves not only with their own immediate friends from their own school, but with all the boys from England, Scotland, and the Empire, then they see what they can do and what they cannot do, and you will get a better average and also men more tried, men who are not going to break down in the way untried schoolboys may often break down. Therefore, I think on the whole you get a better and more certain average. You may miss a number of brilliant boys, but, on the other hand, you will miss a number of failures. There is great difficulty in arranging the examination. If you find it necessary, although we think it difficult, we have, I hope, a strong sense of public duty and we shall do our best. We shall, however, be hampered by a variety of considerations, and it will not be possible for us to do more than a certain amount, but we will do all we can. In conclusion, I wish to say that I am really not an expert in the matter in the sense that the Master of Balliol is.

(The witness withdrew.)

(Adjourned to to-morrow at 10.30 a.m.)

**At 12, Queen Anne's Gate, London, S.W.**

**Thursday, 10th July 1913.**

**FIFTY-SEVENTH DAY.**

**PRESENT:**

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.  
SIR MURRAY HAMMICK, K.C.S.I., C.I.E.  
SIR THEODORE MORISON, K.C.I.E.  
SIR VALENTINE CHIROL.  
MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.  
GOPAL KRISHNA GOKHALE, Esq., C.I.E.  
WALTER CULLEY MADGE, Esq., C.I.E.  
FRANK GEORGE SLY, Esq., C.S.I.  
HERBERT ALBERT LAURENS FISHER, Esq.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

STANLEY LEATHES, Esq., C.B., called and examined.

53,549. (*Chairman*.) We have asked you to come before us this morning to give us the benefit of your advice with regard to certain evidence which we have received in India. You have had a list sent to you of the questions which we wish to put to you. They range themselves under three heads, and relate to the appropriate age limits for the competitive examination, the advantages of an extended period of probation, with alterations in the curriculum; and matters of a general character. Could you first tell us what your opinion is regarding the suggestion that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age?—First of all, it appears to me that the reasons for making such a change are such that you would be better judges of them than I am. If the Commission finally come to the conclusion that it is highly desirable men should go out earlier to India than they do at present, and that they should have a more protracted training before they go out, then I think that the school-leaving age is the best age that can be chosen. Of course, it is a leap in the dark to a large extent to lower the age for entry. It is difficult to form any certain opinion as to whether the competition at the school-leaving age for the Indian Civil Service would be attractive to schoolboys. On the whole I should think it would be, that you ought to get a good field, but of course one cannot speak positively about that, and I feel a certain doubt.

53,550. You are putting in, are you not, a Return\* showing the number of candidates who now appear in England, and who appeared during the years prior to 1892?—Yes. I have figures for all the years.

53,551. So that you have that to work upon as a precedent?—Yes. Of course, the conditions have changed very much since that time, but still they are to a certain extent a

guide. There was a period, from 1878 to 1892, when the age limits were 17 to 19, and then you got for a somewhat smaller number of vacancies a field very similar to the field at present so far as numbers are concerned. As to quality, I have not endeavoured to examine that, but as far as numbers go the field was quite adequate, ranging from 230 to 66, but in the latter case there were only 13 vacancies offered. There were always four or five times as many candidates as there were vacancies. Then, supposing you are going to choose your candidates at the age of 18 or 19, at the time when they leave school, I should like to say first that I should be averse from making the maximum age much more than 19. It is undesirable, I think, that candidates should be encouraged to compete after they would naturally have left school. That makes it almost inevitable that they should go to special places of preparation, and that will introduce the element of cramming all through the competition and will affect other candidates as well as the older ones; they will all feel that, unless they are specially crammed, they will not have any chance, and that would tend to make them leave school.

53,552. You consider 17 to 19 preferable to 18 to 20?—I should be inclined to say 18 to 19 if you could have it. I would rather have two competitions in the year than spread it over two whole years. If you only give them one chance it makes it a little hazardous, but if you have two competitions, one at the beginning of the year and one in the middle of the year, I think you could give them all two chances. Otherwise I think I should make it 17½ to 19½, if you want one competition only in the year.

53,553. Seventeen and a half to 19½ with one competition and 18 to 19 with two?—Yes.

53,554. Of the two you prefer the 18 to 19 with two competitions?—Slightly. I do not think there is very much in it. It might not be convenient, especially if you are going to

\* Vide Appendix No. IV.

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[continued.]

hold concurrent competitions in India, to have two competitions in the year.

53,555. Would it add greatly to the expense?—I suppose it would very nearly double that part of the expense. I ought to say that it is obviously more difficult to decide between the merits of candidates by open competitive tests at the earlier rather than the maturer age. At 22 or 23 the man is more formed, and I fancy the results of the open competition are more certain at the later age than at the earlier one. That is an objection which you have to weigh.

53,556. The fact that all the candidates would be in the same position and of the same age would to a certain extent modify that?—To a certain extent, but some boys develop more rapidly than others and do not go on so fast afterwards. You might get a few brilliant boys who did not turn out to be such brilliant men. By the time the age of 22 or 23 is reached the intellectual capacities can be regarded as in a sense complete, fully developed.

53,557. Can you tell us what you think should be the character of an open competitive examination designed for boys of school leaving age? You will see our questions are ranged under (a), (b), and (c), and we will take (a) first. Should the examination approximate to the Scholarship Examinations of Oxford and Cambridge?—I do not quite like the Scholarship Examinations of Oxford and Cambridge for this purpose, because they are so purely specialised. The Scholarship Examinations of Oxford and Cambridge, so far as I know them, include an examination in English, and sometimes an examination in general knowledge, and just one University subject, either the classical languages, with a little history and literature, or mathematics, or science. It seems desirable that, if you are going to get these boys as thoroughly trained as you can, there should be some element in the test beyond the subject in which the boys have specialised. I should like, for instance, to see English compulsory on all candidates, and made more elaborate than it is in the Scholarship Examinations of Oxford and Cambridge. I think they all ought to do a little mathematics, not necessarily to qualify, but so that the people who could not do mathematics would be at a disadvantage. I should also like all candidates, whether they present mathematics, or science, or history, to present at least one foreign language for examination; they would not necessarily have to qualify in it, but they would lose marks if they did not show a certain amount of proficiency.

53,558. Would your proposal run counter in any way to the regular curriculum of the Public Schools?—I think you would have to ask the schoolmasters about that, and you will probably get very various opinions. On the whole I think it could quite easily be adapted to the curriculum of the Public Schools. What happens, as I imagine, at the

Public Schools is that a boy who is working for a Scholarship is allowed to drop other subjects in order to spend most of his time on the subject he is going to present for the Scholarship Examination. All that would be necessary is that he should not be allowed to give up the other subjects thought desirable for his general training.

53,559. So that I take it you would agree to model the Indian Civil Service Examination on the Scholarship Examinations of Oxford and Cambridge with certain modifications?—Yes, with changes which I think might very properly be introduced into their Scholarship Examinations, but that is of course a matter for the colleges.

53,560. Should the Examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks which can be obtained from the subjects chosen shall not exceed a specified amount?—That would of course be an Examination very much like the present one. It is practically the principle on which the present Examination is held. All the subjects are optional, even English is not compulsory, although all the candidates take English, and there is a maximum number which they can obtain. I do not think that is a proper examination for school boys, and I do not know that I think it is very good for University candidates. It is not in my opinion desirable when making a fresh start to adopt that plan.

53,561. You would prefer, perhaps, that the Examination should be one in which the options are classified in groups, according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—Subject to what I have said already, that there should be certain subjects which everybody should take, I think that would be a very good plan. You could have a group for the classical languages, their history and literature; modern languages with their history and literature; and another for mathematics and science. I think possibly it would be necessary to allow a little more latitude. You might find a boy who was good at both modern languages and mathematics, and you should provide for that if possible.

53,562. I understand you would like to see a modern language made compulsory on all?—A foreign language; I see no reason why it should not be Latin.

53,563. A foreign language, not modern?—Not necessarily modern. I think a foreign language is part of the desirable mental training at school. It is not only a useful thing in itself, but it also assists training in the native language of the candidate.

53,564. Would you be able to go a stage further and give us the benefit of your advice as to the particular classification of groups which you would recommend?—That is about as near as I could get it. I should like to

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[continued.]

have the classical languages with their history and literature as one group, two modern languages with their history and literature as another group, mathematics and science as a third group, and then perhaps a somewhat miscellaneous group including some mathematics and one or two options, perhaps another language and English history or European history or something of that kind. It is a matter which would require very careful thought and adjustment, and I cannot do more than outline what I have in mind. I think you could do with four groups, one of which would be a little more miscellaneous than the others. It is important that all the studies should have a bearing on each other, that all the subjects in any one group should have a bearing on each other.

53,565. Would such an examination, framed on the lines you indicate, be equally appropriate to boys coming up from the Secondary Schools as to boys coming up from the Public Schools?—I think so, but of course there is a great deal of variety in the Secondary Schools. Judging from our experience, I think the Secondary Schools which keep boys up to 18 or 19 could very well fall in with that syllabus.

53,566. Could you suggest any regulations to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I almost think we are prepared to do that now. If the question had been put to me 10 years ago I should have said that it was probably impossible, but now I am inclined to think that you might require a certificate, in the case of each candidate, from his schoolmaster that he had attended a Secondary School course, that he had attended the regular school course of the school, and that he had not been following a special course of preparation for this examination. It would be an innovation to require anything of that sort, but I think it is a very desirable innovation. I do not see why you should not require that they should stay at school until they come up for the examination, actually being in the school. That of course would imply that you had a list of schools from which you could take such a certificate, a list of recognised schools. The first test in forming such a list of recognised schools would be that they had been inspected by the Board of Education and recognised as efficient Secondary Schools suitable for training candidates up to the higher Secondary School age. Any school which satisfied that test should be put on the list. Then there might be a certain number of schools of high repute which are not inspected by the Board of Education. It would be pretty easy to make out a list of such schools, such as Eton. It is rather difficult to remember which schools have been inspected by the Board of Education, but Harrow and Rugby have been, and I daresay a good many others. I should not be surprised if all of them by and by were

inspected by the Board of Education.

53,567. Do many candidates come up for the examination now, who have had their education in places other than in England?—I should rather doubt it. There would be no great injustice in neglecting such candidates.

53,568. So that such a scheme as you outline would not substantially limit the field of selection?—I do not think so. There would be some little difficulty, no doubt, when you got outside England, when you went to Scotland or Wales or Ireland, and you would probably have to apply tests slightly different. There might be a school, which was just on the border line, and you were in doubt whether it should be on the list of recognised schools or not, but I think in such a case one would give the school as far as possible the benefit of the doubt. If it appeared to be suitable for preparing candidates up to the end of the full Secondary School course, then put it on the list rather than leave it out. I see difficulties, and this of course is merely tentative at present, and I naturally have not worked it out to see if it could actually be put in practice, but I believe it could, and I think it would be very desirable. You have the great advantage in starting afresh that you would not be injuring anybody's private interest; you would not be shutting up a cramming establishment, which had been maintaining a number of people for many years past; you would be simply preventing such establishments from arising in the future.

53,569. You think that would effectually stop cramming?—I do not say that you would not get a little cramming in the schools, but I think that is very much less deleterious than the regular cramming establishments, which devote themselves entirely to intellectual preparation, and pay little attention to the general behaviour and life of the boy.

53,570. I suppose the cramming in the schools would not be any greater than the cramming there might be for the Scholarship Examinations?—No. I should think the examination would have to be carefully adjusted so as not to encourage cramming. Some subjects do encourage cramming, while others do not, and I should try and bring the latter more to the front.

53,571. To what extent should a rigorous test of character and a scrutiny of the school record be combined with the competitive examination?—We have had a great deal of rather theoretical evidence on this, but we should like to know whether anything could be done of a practical character?—I have had to think a good deal about that in connection with the other Commission on the Home Civil Service, and after thinking of it for nearly a year I have come to the conclusion that it really cannot be done. The only way such a record could be brought into a competitive examination would be by assigning a certain number of marks for good or inferior

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[continued.]

or bad conduct, not so bad as to require rejection. Now, that in the first place is subject to the objection that schoolmasters vary very much in the tests which they apply. Some of the schoolmasters would give their boys very good characters unless there was something very grave against them; others would total up every slight offence and deduct marks accordingly. I think you would get a great diversity of standards. Then I feel a very great deal of difficulty in publishing any such marks. If you give a boy full marks for conduct there is no harm in it, but supposing you only give him 20 per cent., and publish that in an official table, it may damage his prospects for quite a time and he will have to live it down. That notion does not commend itself to me at all. It is a very plausible, and at first sight a very attractive, idea, but the more you think about it, the more impossible it seems.

53,572. So that you have come to the conclusion that, as applied to this or any other Service, however good it is in theory, it is more than difficult to put into practice?—I think so.

53,573. Are you of opinion that the accuracy of the result of an examination as a test of intellectual promise is affected by the number of candidates who appear for it? If so, do you anticipate that an examination at the age suggested will be exposed to a danger of this kind, and how would you obviate it should the case arise?—No doubt the smaller the examination the more accurate it can be made. If the number of candidates were very small, and the number of places very small, you might do without marks altogether, and just put them in order, but I think the public requires marks. I do not think the public would be satisfied if we merely put the men in order of merit, and said that the first 50 were successful. When you get to a largish number, anything over 20, marks are no doubt necessary in order to bring them out in a definite order. The larger the numbers the more mechanical the examination is likely to be. I do not know that I can exactly give figures, but I should say anything above 200 was getting cumbrous, and that no examiner could be expected to preserve a very lively appreciation of the varying merits of his different candidates, if he was looking forward to examining anything like 500 candidates.

53,574. What is the largest number you have ever had in a Civil Service examination?—We have had nearly 2,000 in the Second Division. The Class I. examination is about 200 to 250, and that is fully big, and may account for some of the occasional results, which do not really correspond, so far as one can ascertain, with the merits of the candidates. Sometimes you find a really brilliant man who comes out quite low down; either he has been fatigued by the length of the examination, or the examiners have been fatigued by the number of papers they have had to look over.

53,575. Looking at it broadly, do you

regard it as important to ensure the effectiveness of the examination that there should be a limit as against an unreasonable number or an extensive number?—I think it is desirable. It is rather difficult to suggest any plan by which the number could be limited, and I suppose that is what you are really working towards. I do not think a preliminary examination would have a good effect. There used to be a preliminary examination for the Army. By thinning out candidates in that way you would often leave out some of the best. There are one or two things which have occurred to me which might, perhaps, make the examination a rather more exhaustive test. It has often been suggested and seriously considered whether some sort of physical test should not be applied. Although I have never tried to draw up rules for a physical examination I should have thought it would be quite possible to hold a physical examination and give each candidate marks for physical excellence. I was reading a proposal a day or two ago for competitions in riding, running, walking, swimming, and so forth, but those seemed to me rather undesirable. Then I saw the late Dr. Sir Andrew Clark had drawn up a table of marks that he was going to give for various physical qualities. I put aside that table as worthless when I saw he was going to give more marks to the man who was 6 ft. 4 ins. than to the man who was 5 ft. 10 ins. You might have to take off a few marks for a man who was excessively tall or a man who was excessively small. What you would really have to go for would be good proportions and good development throughout. I should think a good board of doctors ought to be able to mark the candidates from the point of view of physical excellence, and also from the point of view of accuracy of correlation of the limbs with the senses. It should be possible to devise tests for that purpose. If you gave some of the marks in that way it would to a certain extent improve the results. A man with a good body as well as a good mind is better for this purpose than the man who has only a good mind. Moreover, there is a danger, if you are opening up competition to the whole world in this way, of getting in a certain number of people who have not been brought up in a really good environment, and therefore are not really very well developed, and are likely, possibly, to break down later, or not to retain their full physical vigour through the whole course of their time.

53,576. What you have been indicating with regard to the physical examination is quite distinct from the medical examination?—Yes, but it might be combined with it.

53,577. But they are two quite distinct things?—Yes.

53,578. A man might pass all the medical tests?—Yes, and still get rather few marks. He may be sound, but not a fine physical being. Then I think a *vivâ voce* examination is desirable, and I should assign

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a certain proportion of marks to that. I should have the boy examined partly in a subject which he chose to be examined in—one of his school subjects.

53,579. How much *vivâ voce* have you now in the examination?—Nothing except in the foreign languages. You may say that the practical tests in science are in effect *vivâ voce* examinations.

53,580. What subjects would you suggest might profitably be dealt with in that way?—I should say that a candidate might ask to have a *vivâ voce* examination in such subjects as he was presenting for the examination. He might like to be examined in classical literature or French or German literature or in mathematics or science or history, and we would make arrangements accordingly. About half the time might be spent in cross-examining him on things of ordinary knowledge that every schoolboy ought to know, in generally ascertaining his alertness and mental efficiency.

53,581. An examination such as they have in the Navy, only on a wider scale?—Yes, but I should give definite marks. The examination for the Navy is intended to exclude people who are thought to be unfit. That I should not aspire to do. I think you might give the people, who made a good show, an advantage, and those who made a bad show a disadvantage.

53,582. A certain number of marks?—Yes.

53,583. If you introduced that into the examination it would make it more or less essential to have a certain limit to the numbers?—It would, certainly. I thought if these things were introduced, and the numbers turned out to be very large, one might have the written examination of the candidates first, and bring them out in order of merit, and say that the first 200 or the first 150 should be subjected to the physical examination and the *vivâ voce* examination.

53,584. And cast the rest?—Yes. Supposing you have 50 places to fill, and 150 were subjected to these tests, I think practical justice would be done.

53,585. I gather from what you have said that you suggest there should be a general *vivâ voce* examination on common sense and powers of observation, and that there should be compulsory on all candidates a *vivâ voce* examination on optional subjects?—Yes, something which the candidate chooses. The difficulty would be that you would have to have somebody there all the time to regulate the examination and to see that the different subjects were treated in similar ways, someone representing the Civil Service Commissioners, probably two people. The other examiners would come on different days, and the examination would be conducted accordingly.

53,586. Would that necessitate more examiners?—You would have to increase the amount of work of the examiners. Possibly the same examiner could do the *vivâ voce* who

did the written papers. It would certainly increase the cost, but not, I should say, by a very great sum.

53,587. That practically exhausts all the questions I want to ask you on the open competitive examination, and I will go on to the probationary period. Supposing the age for the competitive examination is reduced, would it be possible to frame a curriculum for Indian Civil Service probationers, extending over three years and calculated to give them a good general knowledge of law, a grounding in one classical and in one vernacular language, and some knowledge of Political Economy, Indian History, and Indian Sociology?—I should think it ought certainly to be possible. The difficulty would be to give the course any unity. I should be inclined to think you would group all your subjects round Indian history, making that the backbone of the whole thing and making the languages and law and sociology to fit into that. It would have to be very carefully framed, but I see no reason why it should not be made a good educational course. You might have some European history also, because it is not desirable to concentrate entirely upon India; it is desirable to have some standards for comparison. Of course, that would require extremely careful consideration, but I do not see why it should not be made a good course. With regard to law, I do not know how you thought of treating that. I should have thought that there again Indian law, if there is any single Indian system of law or mass of Indian law, might be made the subject matter for a general theoretical teaching of law, and that European law and Roman law and so forth should only be brought in as illustrative material: that Indian law should really be the basis of the whole instruction. That, of course, is only a suggestion.

53,588. Do you think it probable that the approved Universities, or a certain number of them, would establish a school of Indian studies upon the lines indicated and confer an Honours Degree upon results of an examination on that curriculum?—I really do not know.

53,589. It is for us to find out from the Universities, you think?—I think it is. They might or they might not. It would be very difficult to get an authoritative opinion from anybody about that. The only body at Cambridge that can decide that is the Senate, and you can never tell how they will vote.

53,590. Would it be possible to get the Universities, which make provision for teaching this curriculum of Indian studies, to conduct an examination in common through the agency of a Joint Board? If so, could the results of this examination be accepted by the Civil Service Commission as determining the place of the candidates in the Service, and as a substitute for the Final examination?—Are you contemplating any change in the Government of India Act?

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53,591. It might necessitate a change?—I think it very likely would. If you are going to change the Government of India Act that would make a difference. As the Act now runs, I believe it would be necessary that the results of such an examination should be the results of the Civil Service Commission. We should have to be represented on it in such a manner that we could regard such an examination as our examination.

53,592. I suppose that would be the difficulty in regard to the Universities?—I think it would be. I think that if we retained our present functions, it would be necessary that the Civil Service Commission should be effectively represented on such a Board, that there should be somebody there who could say with authority that whatever was suggested either did or did not suit our purposes. We should have to have a veto or deciding voice to a certain extent. But apart from that, no doubt we should be able to accept the actual marking of the papers, provided we thought all the arrangements were such as we could approve. As the Act at present stands I doubt whether we could accept the results of such a Joint Board.

53,593. The Act lays it down that the examination must be dealt with exclusively by the Civil Service Commissioners?—That is what it practically comes to at present. If you are thinking of legislation it ought to be easy enough to frame legislation so as to make that a little more elastic.

53,594. Are you satisfied with the present list of approved Universities? Do you think the Indian Civil Service probationers should be confined to residential Universities?—The present list of approved Universities includes London, Oxford, Cambridge, Dublin, and four others, but as far as I can see no candidate has ever been prepared, at any rate since 1895, at any of the four others, which include the four Scotch Universities. I imagine they have no subsidy from the India Council, and that they have no teachers in the languages and so forth, and therefore that nobody completes his probation at Glasgow, Edinburgh, St. Andrews, or Aberdeen. So far as the other Universities go they seem to perform their duties very satisfactorily.

53,595. The candidates start their education at these Universities, but do not complete it there?—Yes. They have their preliminary education at the Scotch Universities, but do not go to them for their year's probation. They go to the four Universities, which have the staff and the facilities for carrying out the special courses in languages, history, law, and so forth.

53,596. So that really for probationary purposes the candidates are confined to the four Universities, Oxford, Cambridge, London, and Dublin?—Yes, and in London it is all in University College.

53,597. Do you include Manchester?—Manchester appears in my list, but I had

overlooked it. Manchester is recognised, but nobody has been there. With regard to the second part of the question, I think it is highly desirable that these young men, supposing you selected them at the age of about 19, and submitted them to a probationary course, should go to a residential University to complete their social training. I doubt whether they can get the same kind of social training in London; they can get all the instruction, of course, but they do not get the life of the place and the moulding that young men exercise one on the other. I should think a residential University of very great advantage from that point of view.

53,598. Would you think it desirable to establish in England a separate institution apart from the existing Universities?—I am rather against that on the whole, but I see advantages in it. The members of the Service would get to know each other much more intimately and thoroughly than they do at present. The disadvantage I see is that it might be rather narrowing. The probationers would not get the wide outlook that they would get if they went to Oxford or Cambridge. Another disadvantage, it may be an unreal one, but seems rather real to me, might be the falling into cliques: some people might be regarded as outsiders and cold-shouldered a good deal. It is very difficult to avoid that, I think.

53,599. I suppose a really efficient institution of this character would involve great expense?—Very considerable expense, no doubt. You will want buildings and good grounds and an extremely good head, the best head you can possibly get, and you would have to have a considerable staff of teachers of all kinds. I have not tried to estimate the expense, but it would not be very small. A longer period of probation would be expensive anyhow. If you are going to send 50 young men every year to the University for three years you have to give them a good deal of sustentation money, and you have to subsidise the Universities as to staff and so forth. It will be expensive, but I should think a separate institution would be more expensive.

53,600. Will it entail a considerable increase of staff at Universities like Oxford and Cambridge?—I think it would. The men only go now for one year, and if they went for three years it would mean that three times as much work would fall on many of the teachers, the language teachers, for instance. Of course in some of the subjects it ought to be possible to find people in the University to act as lecturers to the body of probationers. It would necessitate an increase of staff, but perhaps not a very great one.

53,601. So that, regarded from that point of view, it would be much less expensive than the establishment of a separate institution?—I think so. You would have to think of all sorts of things, pensions and so on, for a Government institution.

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53,602. Coming to general matters, do you consider that the combination of the Open Competitive Examination for the Home and Colonial Civil Service with that of the Indian Civil Service is to the advantage of India?—Under present conditions I should say it was advantageous to India. You have a joint competition for three Services at present. A man who is considering whether he will go in for the competition has three strings to his bow, and he feels that if he cannot get India he may get the Home Civil Service, or he may get an Eastern cadetship. The three competitions working together I should say attract a much larger field than would be attracted if they were all separate, and to that extent I think it is advantageous to India. On the other hand, there is no doubt that a good many of the best men prefer the Home Civil Service, but I am not sure that there you do not get a natural selection, which is rather advantageous to India. The more enterprising and vigorous type of mind would select the wider sphere of work and go to India rather than stay at home in a Government office. A great many of the men who come out first go to the Home Civil Service, but on the whole I should say you get out of the first 30 those who were most anxious for wide opportunities, and that is the kind of men you want. If you are going to alter the ages, then you are running on your own lines, and I think you are strong enough. You are much the strongest part of the competition. You have many more places to offer than the Home Civil Service and the Colonial Civil Service together. You are quite strong enough to stand alone, unless the enterprise of the boys of England has completely departed.

53,603. Do you think it would be practicable to hold the medical examination before instead of after the open competitive examination?—I think it would be possible. I have been suggesting that it should be held in a certain way, but apart from that, if you keep the competition as it is at present, you could hold the medical examination before. The objection is that you have to examine so many more people. At present you only examine those who actually are successful, but if you held it before the open competition you would have to examine everybody.

53,604. It has been put to us that, if a candidate of doubtful fitness is examined medically after the literary examination, there is a possibility that he may be let through without quite such a strict scrutiny as he would have got had he been tested physically beforehand?—I should not have said that that was so. If a candidate has any doubt as to his fitness for this Service we allow him to go to our Medical Referee, who then reports to us anything that he may be anxious about, and we tell the candidate that we cannot pledge ourselves as to what will happen in the final medical examination, but that at the time when this report was sent in

it appeared that his health was such that we could or could not pass him. The candidates can thus find out beforehand whether they are likely to pass by paying a guinea.

53,605. Can you tell us why it is the practice of the Civil Service Commissioners to employ a private medical practitioner instead of the ordinary Board of the India Office to test recruits for the Indian Civil Service? The Medical Board consists of two doctors with Indian experience. They are officers who have served in India, and their duties are to inspect candidates for the other Services, and they also, as you know, inspect the Indian Civil Service officers when they are in England on sick leave?—There was a longish correspondence about that in the year 1883, and the Civil Service Commissioners at that time came to the conclusion that to hand over their functions to the Medical Board at the India Office was not consistent with the Act. I do not know whether they took a very narrow view of the Act, but that was the view they took. Dr. Seymour Taylor, who does the work for us, and Sir Andrew Clark before him, and Dr. Orr, all had private practice, but they were also the recognised medical referees of our Board. They acted in all kind of ways for us besides examining the Indian Civil Service men.

53,606. Had they Indian experience?—No. Dr. Seymour Taylor, at least, has not.

53,607. Would you say it would be an advantage to the officer inspecting these recruits to have Indian experience?—I could not say. I think it is an advantage that he should have private practice, because it keeps him up to the mark. A medical officer shut up in the office would tend, I believe, to get behind the times, but if he has private practice, and hospital practice, he is bound to hear what is going on and to be kept acquainted with the progress of medical science. The reason why the Commissioners in 1883 did not accept the suggestion of the India Office to employ the Medical Board of the India Office was that they felt it was not consistent with the Act.

53,608. Apart from having to alter the Act, did they advance any arguments in favour or against it?—No. They were quite willing up to a certain point, but when they found they would really have to give up their own powers of deciding whether a candidate was medically fit or not to the Medical Board of the India Office, they came to the conclusion that they were not at liberty to do it.

53,609. Could you tell us what standard is in force for this medical test, whether it is uniform?—It is kept uniform by always having the same examiner, and by the decisions being really the decisions of our Board. The medical examiner reports to us and we consider any defects that he may have discovered in any of these young men, and we either reject them or pass them accordingly. They reach a very high standard of medical fitness on the

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whole at that time, however they may turn out afterwards. I can put in, if you like, the points\* on which the Medical Examiner has to report if you have not yet had that in evidence. It is a very thorough examination. The only point I am a little doubtful about is with regard to eyesight; I see in some of your examinations your standard of eyesight is certainly more severe than ours. Our view is that any ordinary degree of short-sight, which can be fully corrected by glasses, is not a disqualification unless there is any disease of the eyes. If there is any doubt as to the condition of the eyes the candidate is sent to an oculist, and we have a thoroughly full report from him. Short of any disease of the eye, a moderate degree of short-sight or astigmatism, which can be fully corrected by glasses, we do not consider to be a disqualification.

53,610. Can you say why you have always refrained from publishing this test in the way the Medical Board at the India Office publish theirs?—The reason that we do not publish any test is because we think it is better not to tie our hands. We prefer to decide each case upon its merits with the advice of our medical referees. If the medical referee recommends the rejection of a man, that man has a right to go before a Board of three distinguished medical men chosen by us who report to us again, and we act upon their opinion. If they are in doubt we generally reject. We have this paper also which points out the kind of things to which we have regard.† It is very difficult to put down on paper anything which should be regarded as a fixed medical standard.

53,611. Apart from what you have said about the eye test, we should like to hear if you can suggest any other steps which might be taken to stiffen the examination?—I really do not know what else we could do unless we had always two or three persons concerned in it. It is a very thorough examination, and lasts for a long time.

53,612. Yours is an examination by an individual?—Yes. He generally has an assistant there who I suppose is really quite a subordinate.

53,613. Would you be prepared to give any opinion as to the merits of an examination by an individual as distinguished from a Board of two?—There is an advantage undoubtedly in having more than one; one may see something the other does not.

53,614. Would you say it would be an advantage in connection with these particular recruits if you had a Board of members, one of whom had had Indian experience?—I should think it would be quite good. I do not see why we should not employ some officer of Indian experience, and that would get over the difficulty of the Act. If he was nominated to advise us we should not be delegating our functions at all.

\* Vide Appendix No. V.

† Vide Appendix No. VI.

53,615. Do you think that would be an improvement on the present practice?—Yes. It has never been suggested to me before, and I think it certainly might be advantageous. I see that the number rejected during the last 10 years is very small, in fact almost negligible.

53,616. What is the number rejected?—The number rejected since 1900 is two,\* and the second case appears not yet to have been decided.

53,617. Have you any return to show over a period of 10 years how many of those that are passed and go out to India become medically unfit?—I have not.

53,618. It would be an interesting return?—It would. In 1883 or thereabouts the question was raised by the Province of Bombay, which seemed to think that the candidates, who went out there, did not stand the climate as they ought to, and there was an inquiry held over the whole of India. The other provinces did not support Bombay. The Indian Government seemed to be on the whole satisfied at that time with the medical fitness of the men who went out. We never get any reports from the Government of India as to the medical history of the people who go out after having been passed by us. It would be very useful to know, at any rate, during the first five years. After that all kinds of accidents come in.

53,619. After you have passed them you see nothing more of them?—We see them twice. They are examined at the beginning and at the end of their probationary course, but after that we see no more of them.

53,620. Do you see any disadvantage in examining them in the first instance and then another body having supervision of them in subsequent years?—It is a disadvantage clearly.

53,621. You are able to tell by the returns the kind of illnesses to which an officer is susceptible in India?—Yes.

53,622. And you would be able to take particular note of that in the original examination which you are not able to do under the present practice?—That is so.

53,623. You have put in these comparative statistical statements\* we asked you for. Have you been able to give us the return of the number of candidates, European and Indian, who have appeared during the last ten years at the combined examination?—I have given you that for a long way back.

53,624. And the number of candidates, European and Indian, who appeared at the examinations for the Indian Civil Service before 1892 for a period of ten years?—I have given you that for all the years, from the beginning to the end.

53,625. Can you supply us with a return showing us in what order of merit the successful candidates at the combined examination during the last ten years have been

\* Vide Appendix No. IV.

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selected for the Home, Indian, and Colonial Services?—I have given you that return in a somewhat different form which I think will give you the information which you desire. I have given you, since 1895, when the combined examination began, the number of candidates out of the first ten who were assigned to the Indian Civil Service, the number of candidates out of the first 20, and the number of candidates out of the first 30 who went to India. It shows a slightly increasing reluctance to go to India. Out of the first 30 in 1901 21 went to India; in 1912 only 13: 1911 was the worst year.

53,626. Is there any particular reason for the substantial falling off in 1911?—I think there were a good many Home Civil Service appointments offered.

53,627. (*Mr. Gokhale.*) Was that on account of the Insurance Act?—No, that would have been in 1912.

53,628. (*Sir Theodore Morison.*) This includes the number of Indians successful?—It does. I do not remember an Indian ever taking the Home Civil Service except one, and he did not like it and gave it up. There is no reason why the Indian should not take the Home Civil Service.

53,629. (*Chairman.*) You put these returns\* in to us officially now?—Yes.

53,630. Do you think it would be possible for the Civil Service Commissioners to conduct satisfactorily a competitive examination in India for the Indian Civil Service based upon the curricula of the Indian Universities?—It would be difficult, but I suppose it could be done. It might be expensive. We should have to send out people from here to take charge of the printed papers and the written papers from first to last. We should also have to send out inspectors from this country if we were to be really responsible for it. Have you any opinion of how many would compete?

53,631. Assuming it is a limited number?—The smaller the numbers the less the expense. If you could in any way limit the number it would make it much easier. If we had to deal with 1,000 or 2,000 it would be a big job.

53,632. Supposing you had to deal with 200?—We ought to be able to do that.

53,633. Would you as time proceeded employ people in India?—I should not like to say that beforehand. We should have to take advice in the matter. We should do it as far as possible, no doubt, but we should have to find out what we could do by experience. I do not think we could say anything beforehand. We should certainly have to begin by sending out three or four people of our own.

53,634. Could you, with your knowledge of the whole subject, work out an approximate estimate of what the cost would be of an examination for 200 candidates?—I could do that in a very conjectural way.

53,635. Whether it was held in one centre or several centres would make a great difference in the cost?—Yes.

53,636. If it was held in one centre it would be much less?—Yes. I do not know very much about the curricula of the Indian Universities, but I think they resemble each other very much, and there would be no difficulty about that. As to setting the papers there ought to be really no great difficulty. The value of the examination would be a different question.

53,637. I take it you would send out one or two representatives to conduct the examination, and in addition to that a certain number of examiners?—I do not know whether the examiners would have to go out. We should employ examiners either in India or here, whichever proved the most convenient. The great thing we would have to look after would be the proper conduct of the examination and secrecy of the printed and written papers.

53,638. (*Mr. Chaubal.*) There would have to be a *vivâ voce* examination?—There might. If we have a *vivâ voce* out there it would add very much to the expense, because you would have to have a good many *vivâ voce* examiners in the various subjects.

53,639. (*Chairman.*) Would it cost more to institute a *vivâ voce* examination in India than it would to have a more extended *vivâ voce* examination in England?—Unless one could find people thoroughly qualified to hold a *vivâ voce* examination who were resident in India there would be all the travelling expenses to and fro, and the waste of time and so forth. It would be very much more expensive. If you have a *vivâ voce* examination in London all you have to pay is a man's fare to and from some neighbouring town and the day's expenses and his fee. But if he has to travel all the way to India and back you have to add something like forty days' travelling and expenses.

53,640. (*Mr. Chaubal.*) A *vivâ voce* examination may be confined to those who succeed in getting through the written examination?—You could keep it down to that.

53,641. (*Chairman.*) It would be useful to us if you put down an approximate estimate\* of what the cost would be to conduct an examination in India in one centre for 200 students, with and without *vivâ voce* examination?—I will do that.

53,642. (*Lord Ronaldshay.*) On the question of the cost of conducting an examination in India, supposing you were asked to conduct examinations at two centres instead of at one, presumably the examination papers would be different at each centre?—They would be the same, or they ought to be the same.

53,643. I do not see there would be much point, then, in having it at more than one centre?—We can make them different if desired, but then you will have to have two competitions.

\* *Vide Appendix No. IV.*

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53,644. (*Chairman.*) I think we must assume that there will be one examination at one centre?—Then I need not consider the possibility of holding it at two centres. If you have a single competition all the papers must be the same, otherwise the candidates have different conditions.

53,645. (*Lord Ronaldshay.*) You have suggested that if we were to lower the age you would prefer to see it from 18 to 19 with two examinations in the course of the year?—I expressed a slight preference for that.

53,646. My only objection to that is that it would give the men who are going up for their second shot a very short time to recover from the first examination and prepare for the second?—I was thinking of having them at intervals of six months.

53,647. What time of year do you suggest?—I suppose one would naturally be held somewhere about June, and the other perhaps in December; December would be the first and June the second. You would have to have the examination about June, so that they should be ready to go up to the University in October. You would have to allot a certain number of vacancies to each competition; supposing you had 60 vacancies to deal with, you would allow 30 to one and 30 to the other. I am not at all sure whether the better plan is not to have two annual examinations.

53,648. When you speak of allotting 30 to one and 30 to the other, that is not done at the present time, is it?—No, there is only one competition now.

53,649. But a man has two shots?—Yes. There are vacancies allotted to each examination.

53,650. Under your suggested plan would not you be very much reducing a man's chances?—I do not think so.

53,651. At present, supposing there are 60 vacancies, a man who goes up for his first shot has 60 chances, but supposing he fails?—Then he goes up again and has another chance for another 60 vacancies, but he has twice as many people to compete with. He has the product of two years instead of one.

53,652. It comes to the same thing?—Practically.

53,653. Then my only objection is that before the man has his second shot you are really not going to give him very much chance of recovery and working up again. Presumably he has been working pretty hard for his first examination in December, and if he fails and wants to have another try it means he has to go straight away and work up again?—That is so, but I do not know that he ought to be very much exhausted.

53,654. Could you tell me roughly about how many recognised schools there would be likely to be if this suggestion was carried out of getting certificates from headmasters?—I am afraid I could not. There are, I think, about 250 schools belonging to the Headmasters'

Association, and all those I imagine would come in. I might possibly get the number from the Board of Education.

53,655. It would be a very large number?—Yes.

53,656. There was also a point with regard to the physical examination which you thought might be combined with the mental examination. We have had medical evidence that it would be very difficult to assign marks for physical qualification, or even to put candidates together in different classes, and when you suggested that some men who now got through were men whose physique was such that they might conceivably break down very early in their career, and that those men should be assigned a lesser number of marks than other candidates, should not those men be rejected altogether?—It is a question of degree. If a person is really in such a physical condition that you can say his defects are likely to interfere with the course of his career, then you reject him, but it seems to me there are people stronger or weaker, and you might mark them.

53,657. What sort of things would you give marks for?—Such things as good muscular development, good action of the heart, circulation, and lungs, good teeth, good eyesight, and so on.

53,658. Take the case of good action of the heart and lungs, ought a man whose heart and lungs were not good to pass for the Indian Service?—Not if he was bad, but it might be better or worse.

53,659. Assuming that a man is sufficiently good to pass, and that the action of his heart and lungs is good, is it possible when you have a man of that stage to say that the action of another man's heart and lungs is so much better that he deserves so many more marks?—You are pressing me rather further than my medical knowledge goes, but I do recognise great differences in apparent constitutional vigour between people who certainly ought to pass, and I should have thought those could be recognised in the examination. It may turn out that no proper system of marking can be invented, but at present I am inclined to think it is possible. I should not like to give a conclusive opinion.

53,660. With regard to the *vivâ voce* examination, would you say that the results of such an examination vary very much with the individuality of the examiners? If you have several different examiners carrying on the *vivâ voce* examination is their standard likely to differ much one from another?—I think if you had completely different examinations the standards would vary very much, but my notion is that there should be people present throughout the examination acting for us in regulating the examination and keeping the standards even. I think if that were done it would be quite possible, especially as there would be in the examination of every candidate a part directed to matters of com-

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mon knowledge, on which the standard presumably would be the same. You could test them as to their mental alertness and vigour on ordinary subjects, as well as on their subjects of special study. The shifting examiners would deal with the special subjects, and the permanent examiners with the general subjects. Under those circumstances it ought to be possible to keep the standard even. It is essential that there should be at least one person present all through so as to keep the standard even.

53,661. You told us that there are nine Universities altogether recognised, but from the point of practice only four are made use of by probationers. Could you tell us on what grounds the Universities are recognised? —I really do not know; it was done before I came into the office. Very likely some of the other Universities did not exist when the recognition was given. The recognition has not been canvassed at all within the last 10 years, and it is somewhat ancient history. So far as the recognition of five of those Universities goes it appears to have no importance at all.

53,662. With regard to the medical examination, am I right in understanding you to say that the actual decision does not rest with the medical man, but with a Board of laymen? —Yes, acting upon his report.

53,663. You receive the reports of the medical man, and upon those reports you decide whether a candidate should be rejected or not? —That is so. If necessary we see him and talk to him, and get his opinion by word of mouth.

53,664. But there is no medical man on that Board? —No.

53,665. You said something about a Medical Board of three men if the candidate appealed. Is that a regular Board? —We get an adverse report from our local man and we write to the candidate and say we are not satisfied at present that he is fit; but if he likes he can appear before a Board of three, which for a post of this importance he generally elects to do. Our medical referee is on that Board, because he knows what the policy of the Board is, and two others are selected by us from the highest members of the profession. Normally they would be physicians, but if it were a surgical matter they might be two surgeons, or two oculists, or two aurists, or whatever type of specialists seemed most suitable.

53,666. When this Medical Board has examined the candidate they report to you, and the decision again rests entirely with you? —Yes. We should generally accept it, but it has happened that they have recommended acceptance, and we have rejected, because we did not wish to take the risk. They have said they did not see much risk, but we have rejected, because we thought there was a doubt. It is a written report. They do not merely say that they recommend a person as

fit, but they say that they find so and so, and on the whole they think such and such things likely to occur in the future.

53,667. Is the medical examination the same for the Home Civil Service candidates as for the Indian Civil Service? —It is conducted in the same way, but we should certainly be much more strict with the candidates for the Indian Service. It does happen that we reject for India, but not for Home, when we are advised that there are constitutional indications which render it inadvisable to send such a person out to India.

53,668. The same doctor examines the candidates for both Services? —Yes. The examination is the same and it is conducted generally before the candidates have decided whether they wish to go to India or take a Home Service appointment. The report might be that the candidate was regarded as fit for the Home Civil Service but not for India. I remember a case not very long ago where a candidate took our opinion before the examination and we told him that we did not regard him as fit for India, but he could probably pass for the Home Civil Service.

53,669. Again the decision rests entirely with the Board of laymen? —Yes, acting upon recognised principles and naturally swayed by the advice of the experts.

53,670. Supposing a candidate comes up for the Indian Civil Service and you decide that he is not medically fit for that Service, would you inform him that, although you did not consider him fit for the Indian Service, you would be prepared to pass him for the Home Service? —That is possible.

53,671. Would that be your usual practice? —I cannot say it has ever happened, but theoretically it might happen. The case which comes nearest is the one I have quoted where we gave a prospective opinion that he might not be fit for India, but might be fit for the Home Service.

53,672. (*Sir Theodore Morison.*) With regard to the open examination as it is conducted now, we have received a good deal of evidence about it in India, especially Indian opinion upon the subject. On what principle do you assign a certain number of marks to one subject or a less or greater number to another? For instance, why do you give Latin and Greek so much more than Arabic and Sanskrit? —Arabic and Sanskrit are languages that I do not know very much about. We increased the marks for Arabic and Sanskrit not long ago.

53,673. Why is Roman Law 500? What is the just valuation of different subjects? —I think absolutely just valuation is impossible, but the main considerations no doubt are the difficulty of the subject and its educational importance. I daresay if you were to cross-examine me on the relative value of an English essay and Roman Law I might find it difficult to give good reasons why they

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should be marked to the same standard. It is a rule of thumb to a large extent.

53,674. Do you make it as far as possible correspond with the values which are assigned by the University?—I do not think that would be possible, because the University gives a degree, for instance, in law or classics. It does not say which is the more valuable degree.

53,675. It is known that it is easier to get a First in certain things than in others, and there are a certain number of schools more highly esteemed than others. Do you follow that opinion which is prevalent at the Universities?—It is always changing at the Universities and we have not changed for ten years. We endeavour to estimate it as best we can. We cannot change every year. I think, however, it is quite time that a change was made; in fact, at the instance of the Commission on the Home Civil Service we have promised to go into that very thoroughly.

53,676. We received evidence in India to the effect that although they had very great confidence in the Civil Service Commissioners, they did think the subjects were not fair to Indian education, and they pleaded particularly for the addition of Indian History, Indian Philosophy, Persian, and the Indian vernaculars, the latter to balance French, German, and Italian? — I think that the examination at present is not intended in the main to fit Indian education, but to fit English education.

53,677. I should like to know how you would value things like Indian philosophy and Indian vernaculars and possibly Indian history, the difficulties of which you have no experience of in English Universities? — It would be extremely difficult. I have always thought it would be very much better to have a separate examination for the Indian students and let them compete for a proportion of the posts, but that is against the Act as it at present stands.

53,678. The way in which you would value these particular Indian subjects as against the subjects you have in England would be very arbitrary?—It would be difficult. Of course there are many people in England, eminent in these subjects, who would put all their information at our disposal. But I would much rather have a separate examination for India.

53,679. I suppose there is a possibility that there would be constant friction with regard to the valuation between the different subjects?—I am sure there would. It exists now.

53,680. I think you contemplate that the probationers, if they have a three years' course, will require some sustentation allowance?—I feel sure they will.

53,681. We had a good deal of complaint that 150*l.* is not enough?—I have often heard that myself.

53,682. Do you think that something like 200*l.* would do?—200*l.* ought to do.

53,683. You are of opinion that it cannot be less than 150*l.* and might have to be 200*l.*? — That is so. If you include books and everything it could not be much less than 200*l.*

53,684. That will make your expenditure upon sustentation alone between 22,000*l.* and 30,000*l.*?—Something of that sort.

53,685. And there is a certain amount to be paid to Universities?—Yes.

53,686. In addition you would have to increase what you pay now?—Yes, you would have to pay the Universities more. You might save a little, not very much, by only having two centres or one centre.

53,687. With regard to the special institution, I see that Coopers Hill cost on an average 22,000*l.* to 25,000*l.* a year including everything, even wines, spirits, and soda water. It was designed for 150 students, but there were usually 120 to 130. They had a mechanical laboratory, which is a very expensive thing and which you would not need. Law and Indian history would be cheaper to teach?—Yes. You might like to have a course in Hygiene and that sort of thing.

53,688. In face of those figures do you still think it is necessarily so much dearer?—It looks as if it was not, but naturally I have not thought much about it yet.

53,689. You thought it would be desirable to confine it if possible to residential Universities?—Yes.

53,690. Do you think it would be possible to say that they should only go to Oxford and Cambridge?—I think I had in my mind Oxford and Cambridge, but I do not think I definitely excluded Dublin.

53,691. Anyhow you had in your mind only two or possibly three?—That was my idea.

53,692. Do you think that is practical politics?—I do not see why not. If you are going to pay I do not see why you should not send them where you like. You give them the advantage of free training for well-paid work and you reserve to yourself the most appropriate spots to put your teaching staff. You cannot have a teaching staff in all the Universities; that would be frittering away your resources. You must concentrate.

53,693. So that the ground would be the assistance which you gave to the Universities, not the allowances to the probationers?—Both. I should think if you give an allowance to the probationers you surely can tell them where to go to. Are you thinking of the jealousies of the Universities?

53,694. I am thinking of the outcry of the other Universities, Scotland for instance?—I think they might protest, but I do not think there would be very considerable ground. Your policy, if this is your ultimate policy, can only be effectively carried out in at most two centres, and then the question is where those two centres must

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be. I do not see why your choice should not be capable of complete justification.

53,695. If it can be done there are very strong arguments for it, but can it be done and is it probable that Secretaries of State, liable to pressure, would support it?—I think it depends very much on the Secretary of State. The pressure ought to be bearable.

53,696. (*Mr. Chaubal.*) What are the reasons which led to the abandonment of the earlier and the increase to the higher age?—There was discussion at the time; one object was to give the Indian competitor a chance; but I think the main idea was the notion of getting the completed product of education. That is putting it as shortly as one can. The idea was that you ought to carry on education in a normal way up to the time that it is naturally completed and select people at that point, and that you would thereby probably get the best men, men who had lasted through a long course and were still leading at the end. I think there is something in that, but, there are other practical considerations which, no doubt, move your Commission.

53,697. Would it be possible to keep up the same idea of finished education and make the age 21 to 23 or 20 to 22?—No, I think that cuts at the root of the idea. There is no course which finishes between 20 and 22. Twenty-one to 23 is less objectionable, but 20 to 22 cuts right across the university scheme in this country.

53,698. But with 21 to 23 you can have a two years' probationary course?—Yes. That would affect the Universities that have a four or five years' course, but it would not affect the Universities that have only a three years' course. We were told, when we visited the Scotch Universities, that 21 to 23 was objectionable to them. Cambridge was prepared to accept it, and Dublin was prepared to accept it. There was one Scotch University which preferred 21 to 23, but I forget whether it was Aberdeen or St. Andrews. Glasgow and Edinburgh were very conclusive against 21 to 23.

53,699. You said something about its being against the Act to have a separate examination for a proportionate number?—We have never had an authoritative opinion about it, but looking at the Act it seems to me quite doubtful whether it is legitimate to have a separate competition for India.

53,700. Was any definite opinion taken on the question?—We never had the opinion of a lawyer.

53,701. (*Mr. Gokhale.*) You said the lowest figure to which the number of candidates fell, when the age limits were 17 to 19, was 66 in 1878?—Yes.

53,702. Were there not two examinations in that year?—Very likely you are right.

53,703. That was the time when the new age came into force, 17 to 19, and the 66 thus

belongs to the older period?—Yes, it was a mistake of mine.

53,704. Roughly the number has been averaging about 200?—That is so.

53,705. With regard to these guarantees against cramming, do not you think that when you allow a candidate a second chance the second year is almost certain to be devoted to cramming whatever you do?—It may be.

53,706. The first year you may insist on certain conditions?—You mean that cramming cannot be eliminated?

53,707. Whatever you do, if a man has two chances in two years and fails in the first year, the second year he will devote entirely to cramming?—If you make him stay at school he may be working very hard, but that is not the kind of cramming I object to so much. I object to the special preparation purely directed to the ends of the examination. As long as he is following a normal school course I do not mind his working hard, but I do object to the instruction which is devoted purely to the examination. I think you might get rid of some of that, not perhaps the whole of it.

53,708. Could you compel him to remain at school after he has completed his school studies and has appeared for the Indian Civil Service once and then wants to work for that examination a second year?—I should like that question to be asked of some schoolmasters. If you made the regulation it could be enforced, but the effect of it might be that you would so far reduce your field that you would suffer in another way. Whether the schoolmasters would be willing to keep the boys for a second year is a question, and whether the boys would be willing to stay is another.

53,709. In the scholarship examinations at Oxford and Cambridge do they have two chances or one chance?—They have, in fact, two chances, but the second chance is, no doubt, the most important. Some boys will get a scholarship before they are 18, and some of them before they are 19, but the chance before 19 is the more important one.

53,710. You told us that you had in this country about 2,000 candidates in the Second Division Examination. Are the results, on the whole, fairly satisfactory? My point is that you have a very large number of candidates, and I want to know how far a very large number of candidates constitutes a serious difficulty in arriving at satisfactory results?—The Second Division Examination is intended to produce a class of highly efficient clerks, and for testing the qualities requisite in that class I do not think the very large numbers are a great disadvantage. At any rate the people who come out at the top are quite good enough for the purpose, and on the whole, better than the others. But the Second Division Examination has a very bad educational effect, because it is extended over too many years and embraces a miscellany of subjects which have no particular relation to

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each other, and it does not correspond to any proper educational standard. With regard to the accuracy of the test, for the purposes for which it is constructed it is a good examination, but I should not like to employ it for such a delicate operation as the one you have in mind.

53,711. With regard to your opinion that it is preferable that probationers should stay at residential Universities, Professor Lodge said yesterday that the non-residential University developed a greater degree of independence in the candidates?—I think that is quite likely.

53,712. So that the advantages would be fairly balanced between the two systems?—I should still say that the advantage was in favour of the older residential Universities for your purposes.

53,713. I believe you have heard that there is a considerable amount of feeling against Indian students at these residential Universities, especially at Oxford and Cambridge. If the number of Indian probationers tends to increase, on account of any scheme that is adopted, and this larger number has to go to Oxford or Cambridge, how will that affect the character of the Indian section of the Indian Civil Service owing to the prejudice that exists at the Universities and is growing?—That is a very great difficulty.

53,714. It almost makes one feel that a special institution would be preferable from that standpoint?—I see the point, and I should think it would have great importance. I should not like to say it was decisive, but it is undoubtedly a thing you will have to consider very carefully. You might not be able to exclude race prejudice from a special institution.

53,715. In any case, you think it a very serious matter that a considerable number of Indians who are to discharge the duties of Civil Servants in India should spend three years in an atmosphere of such feelings about them as there are to-day at Oxford and Cambridge?—It is ten years since I lived at Cambridge and I am not fully aware of the conditions of which you speak now, but I believe there is a great deal in what you say, and it is likely to create a feeling of discontent and injustice and discomfort generally.

53,716. Have you anything to do with the Indian Civil Service men after they have passed the open competition and while they are undergoing probation?—We examine them at the end. We have a little administrative work in connection with them, but we have no tutorial relations with them.

53,717. You do not know how the Indian section of the probationers fare at present, whether they complain of the way in which they are treated?—No complaints have reached us, and they would not appeal to us for that.

53,718. Could you prepare an estimate as to the relative costs of the two cases, the probationers spending their time at the Universi-

ties, with subsidies to the Universities, and at a separate institution?—I do not think my opinion would be of very great value, but I could prepare an estimate. I could not go beyond what common sense would suggest to me. I am not an expert in such matters.

53,719. Who would be best qualified to frame such an estimate?—I will try my hand if the Chairman wishes it.

53,720. (Chairman.) We should be grateful to have it?—I will put something down which you could possibly get somebody else to correct.

53,721. (Lord Ronaldshay.) You would have to take into consideration the interest on the capital which would be necessary to purchase the site?—I thought of that.

53,722. (Chairman.) You would have to go into the whole initial expenditure, purchase of land and construction of buildings?—Yes.

53,723. (Sir Valentine Chirol.) That would depend very much upon where the institution is located?—It would have to be within easy reach of London. I know what I prepare will not be of much value; I am under no illusions in that respect.

53,724. (Mr. Gokhale.) I only wanted an estimate, but I do not want to press it?—I do not see how you can even guess at the cost of the site and hardly at the cost of the building.

53,725. (Sir Theodore Morison.) That is not going to be a large part of the expenditure, is it? Coopers Hill cost 55,000*l.*, and even if you put it at 100,000*l.*, say 4,000*l.* a year, it is not going to be a large part of your total expenditure?—No, but you must add the upkeep.

53,726. (Mr. Gokhale.) As regards the holding of a competitive examination in India for admission into the Indian Civil Service, you have expressed the opinion that it would be feasible?—I think we should have to do it, if desired.

53,727. You are aware, I believe, that in 1861 the Civil Service Commissioners expressed the opinion that it was feasible to hold such an examination?—Yes.

53,728. They were asked by a Committee of the India Office and they said it was feasible?—Yes. What I think would not be possible would be to have a concurrent competitive examination; it would not be possible to have people examined over there on the same subjects and the same papers as here. It would have to be two examinations. But the one concurrent examination is what my predecessors have said was impossible, and I still hold it to be impossible.

53,729. Your predecessors in 1861 said that a concurrent examination was possible in the two countries?—The opposite opinion has often been expressed. They had not much experience in 1861.

53,730. With regard to the difficulty about the *vivâ voce*, in the first place, as you have pointed out, you have a *vivâ voce* examination

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now only in foreign languages, and a practical examination in science, so that if that remains as it is the difficulty would not be very great?—No.

53,731. If you accept the responsibility for the Indian examination you could certainly select some of the more eminent professors in the Indian Universities for the *vivâ voice* and the practical, especially as the examination is to be based on Indian standards?—I think it ought to be possible.

53,732. You could accept responsibility for that?—I think so.

53,733. Then you expressed the opinion that a competitive examination for a part of the vacancies in India would be against the Act?—I think it is, but I may be wrong.

53,734. If an examination was held at the same time, I believe you are right, because under the Act you have to place the candidates in the same list in order of merit; but you can hold two examinations in one year at different times of the year?—Would it not be necessary then to make both examinations theoretically open to all candidates?

53,735. I accept that, but if they were theoretically open to all candidates, candidates of all races, and if they were held at two separate times, so that there were really two examinations in a year, there would be nothing against the Act in that?—I think that is very likely right.

53,736. It would be similar to what happened in 1878 when they held two examinations here, 13 being offered at one and 13 at the other?—Yes.

53,737. Now I come to some information that I would like to have from you. Will you kindly tell us how many vacancies on an average are offered for Home and how many for the Colonial branch in this combined examination?—I am sorry I have not the figures here, but I can tell you from memory that, taking something like the last 15 years, the smallest number of vacancies that have been given to the Home Civil Service was, I think, 10, and the largest 44. My recollection is not very clear with regard to the Eastern Cadetships, but I should think the numbers would run from 8 to 20. Of course I could give you the tables\* if you care to have them.

53,738. I should like to have them?—They are in print in the Appendix to the Report of the other Commission.

53,739. We have heard a good deal about the Home Service being rendered more attractive in recent years; can you give us any reasons for that?—The salaries have been raised in several offices, such as the Board of Trade and the Local Government Board, and there have been more appointments, and there has been more doing generally. I should think the Service was more interesting.

53,740. There have been more appointments altogether?—Yes.

53,741. Has there been a general revision of salaries?—No, only in one or two offices. The salaries have also been raised in the Admiralty.

53,742. Only that they might be brought up to the Treasury standard?—Yes, more nearly.

53,743. Is the number of Home appointments offered at the competitive examination fairly constant?—No; it varies enormously.

53,744. In 1911, I find from a report which was given to me the other day, there was an exceptionally large number?—There was.

53,745. And that was responsible for such a small number out of the first 30 electing for India in that year?—Partly, no doubt.

53,746. Do you think that the higher age at which Indian Civil Servants go out to India now makes for more home ties? If a man had to go out at 21 or 22 he would probably not be thinking of marrying at that time and would go without any other consideration; but at 25 a man is likely to be thinking of those things. Does that encourage what was called yesterday “stay-at-homeness”?—I think the longer you keep them in England the less likely they are to want to move.

53,747. The higher age is partly responsible also for the Home Service proving more attractive?—I think that is so. On the other hand, of course you will get other influences at the age of 18 or 19; the influence of the mothers may be very much more important at that age.

53,748. The Eastern Cadetships are not so attractive as the Indian Civil Service?—No. I have only known one case in which a man has taken an Eastern Cadetship in preference to the Indian Civil Service, and there must have been some special reason for that.

53,749. I find more than one during the last seven years. They are the last on the list generally?—Yes. When I say we have no difficulty in filling the Eastern vacancies, we have sometimes to go down rather lower than I consider altogether desirable.

53,750. Taking the last five men who elect for India and the first five men who elect for Eastern Cadetships, is the difference between these two batches as great or nearly as great as between the first five who elect for India and the last five who elect for India?—I should say that the difference would be much greater in the latter case.

53,751. That is what I find from my examination of the returns. So that of the men who go out to India and who have all the same prospects, a good number are nearer to those who take up the Eastern Cadetships, and if they had not got the Indian appointments they would probably have taken the Eastern Cadetships?—Very likely.

53,752. I want now to ask you a question on the comparative pay and prospects of the three Services. As regards the Home Service, they begin at 150*l.* or 200*l.*?—Yes.

\* *Vide* Appendix IV.

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53,753. Then there is an annual increment of 15*l.* or 20*l.*?—Yes.

53,754. They rise to 500*l.* and 600*l.*?—Yes, certain.

53,755. It takes about 15 years?—Yes; sometimes a good deal more.

53,756. Then nominally selection comes in, but really it is seniority to the next higher grade?—There are some who never get beyond their 500*l.* or 600*l.*

53,757. But most of them rise by seniority above that level, do they not?—Yes, promotion is by seniority, merit being more or less taken into consideration.

53,758. And that is up to 800*l.* or 900*l.*?—In my office nobody can go above 700*l.* in the ordinary course.

53,759. You have  $\frac{4}{5}$ ths of the pay as pension after 40 years' service?—That is practically true, but there is a new Act which allows you to take less pension and a sort of endowment life assurance policy.

53,760. See how this compares with India. They start at 340*l.* now, and according to the rules that exist on the subject, although they may not be fully carried out, after eight years they expect to earn 800*l.* a year, and I think the normal expectation of an Indian Civil Servant is to rise to about 2,000*l.* a year by mere seniority?—Yes. You may say that they get nearly twice as much.

53,761. They get twice as much; and the higher appointments, which may be called prize appointments, are more numerous in India?—Yes.

53,762. Do you think that the difference is enough to constitute what may reasonably be demanded as an exile allowance by those who go out to India?—That is rather a difficult question to answer.

53,763. I want to know, because this question is coming before us, that the Indian Civil Service is growing financially less attractive, and I want to know whether you, as Civil Service Commissioner, have anything to say on that point. You put before candidates what the prospects are for the Home, Indian, and Colonial Services?—Yes. I do not think we go much into it, but we have to do so.

53,764. (*Chairman.*) In doing so, have you become acquainted with the conditions of India?—No; not so that we could speak with confidence.

53,765. (*Mr. Gokhale.*) As regards the Colonies and the Colonial Service, can you tell us anything similar to what you have told us about the Home Service?—I have not got the facts in my head, but will send you later some information on the subject.\*

53,766. (*Mr. Sly.*) I think you gave the opinion just now that in the Home Civil Service men rise to 500*l.* or 600*l.* a year at the end of 15 years' service. Are you speaking

from a knowledge of facts or simply from information contained in papers showing the conditions of service?—I know what it is in my office.

53,767. Is it not the case that, although there is an incremental scale in the Home Civil Service, promotions can, and do, ordinarily occur long before a man has finished his grade?—I should say the latter frequently occurred, but those incremental scales take effect unless there is any promotion. In my office it goes up to 500*l.* without break and without haste, unless the man happens to be promoted to the class above. It certainly would often happen that a man was promoted to the class above before he reached the maximum of his lower scale.

53,768. So far as the prospects attract candidates into the Home Civil Service and the Indian Civil Service, we have received a substantial amount of evidence to the effect that of recent years candidates have been less willing to accept an Indian appointment as compared with a Home appointment?—I think there is some indication of that, but it is not very marked.

53,769. We have also received a certain amount of evidence to the effect that the University records of the candidate, his position in the schools and his University prizes, are substantially less than they were a few years ago?—I have not gone into that.

53,770. That a few years back it required a good Second-class Final Honours man to succeed in the examination, but now there is a substantial proportion of Third-class men?

—There is a substantial proportion\* of Third-class men, men who get Third-class in Greats; but I think that is accounted for by the fact that people neglect their Greats work in order to work for the competition. Still, there are undoubtedly a fair number of men who get Third-class in Greats who are successful in the Indian competition.

53,771. In regard to the proposal for a reduction of the age for the open competitive examination, you have informed us that probably it would secure a good field of candidates, and you have based that opinion to a certain extent on the statistical results of the examination held when the age was younger?—Yes, to a certain extent.

53,772. Can you support that opinion by statistics regarding other similar examinations at that age conducted either by yourself or other bodies?—For instance, are you responsible for the Police examination?—Yes.

53,773. What are the age limits for that?—Between 19 and 21.

53,774. Does that attract a suitable class of candidates?—Quite; so far as we can tell.

53,775. Do you consider that age limit has any bearing on the opinion you have already expressed that the age for the Indian Civil Service examination should be from 17½ to 19½?—If you take them from 19 to 21 it is

\* *Vide Appendix VII.*

\* *Vide Appendix IV.*

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inevitable that they should be specially prepared, because this age does not correspond with any school or University course. I should prefer to fit in this examination, if I could, with some recognised school course or some University course. The Indian Police is outside the ordinary education. A boy can go in immediately he leaves school, but if he is not successful then he can go in another year.

53,776. With regard to this question of attracting a suitable field of candidates, we have had the opinion expressed before us that the result of the higher age is that a certain number of good candidates of poor means are unable to go up, because they cannot afford the cost of the University education, and that such lads are precluded from appearing for the present examination. So that whilst one might lose a certain number of men that would prefer the University, one would gain a certain number of men who are unable to go to the University. Have you any opinion on that aspect of the question?—I think it is very easy now to get scholarships to go to the University, but no doubt there may be some who for one reason or other are unable to continue their education at the University, who might be attracted.

53,777. From what date in the year should the age be counted? It has been varied from the 1st January to the 1st August and other dates for specific reasons. Can you tell us at the present time whether there is any particular date of the year from which the age-limit should be counted?—At present the date at which the age is reckoned is the 1st August. It was altered from the 1st January to the 1st August in order to bring it into line with the Home Civil Service. The examination is held on the 1st August or thereabouts, and the age of the candidates is now their actual age when they enter for the examination. If you want people to go up to the University in October the 1st August is a very good date to take. It is desirable to have a fixed date, so that people should have no doubt as to whether they will actually be eligible or not, and I think the date you choose should be as nearly as possible the date when you want to hold the examination or when the examination will be completed, whichever you prefer. The 1st August is a very good date having regard to the time when the University term commences.

53,778. Can you carry any further your opinion on the age question, in regard to the desirability of a second chance? Is it necessary or desirable to give two chances for this examination?—It is certainly not necessary, and I think its desirability might be exaggerated. There is a certain hardship and possibly a certain loss to the Service if a boy is unable to compete at the only chance which he has. If you fit in your competition as nearly as may be to school studies, there is no great sacrifice in preparing for this competition at all. He might be preparing for the University or the other alternatively. If

that is so the more nearly you get the examination to correspond with actual education the less necessary it seems to me to give him a second chance. You do not want him to spend a great deal of time and money which might be wasted by an attack of influenza, but if he is not wasting money or time I do not see why you should pay much attention to it. It might be quite possible to have only one competition.

53,779. With regard to the character of the examination, you have expressed the opinion that the ordinary University scholarship is perhaps of too specialised a type for the examination test you would desire for the Indian Civil Service, and you have given us your opinion as to how far that would influence the school curriculum. I should like to put another aspect of it before you. Would it not result in bringing the Preliminary examination for the Indian Civil Service into competition with that of the University Scholarship, if you have a different course for each?—You mean that a boy will have to select which he is going in for? I think the difference should be made as little as possible with the view to avoiding that, so that the boy should have both opportunities as far as possible.

53,780. If the examination was practically similar it would not need any different preparation, and a boy could go in for the Indian Civil Service, and if he failed could try for a University Scholarship without any detrimental effect?—I think it would be desirable to make as little difference as possible. Perhaps the scholarships might be a little altered.

53,781. We have had an opinion expressed to us that it would be extremely difficult to produce a syllabus for such an examination which would be suitable not only for the Scholarship of the English Universities but also for the Scotch Bursaries. Have you any practical knowledge or experience that would enable you to give us an opinion on that point?—It would have to be carefully studied. You might possibly arrange it so that they would have their own special opportunities.

53,782. We have heard some evidence in India to the effect that the character of the present examination is directed more as a test of the memory powers of a student rather than his thinking powers, as compared with the Final Schools examinations of the Universities, that it is more on the lines of a very high schoolboy examination than on the lines of an Honours School Examination at a University. Can you tell us whether there is any justification for that criticism?—I think it depends a good deal upon what subjects the candidate takes. If he takes certain subjects he can rely to a large extent upon his memory; but there are others which I should say are a very good test of intellect. I think it is undoubtedly likely that where an examination contains so many subjects and is conducted purely by

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marks, memory would have more importance than it has in a University examination, where all you have to do is to put the candidates into three classes. It is a very much simpler operation examining where you have to put the candidates into three classes, as you can consider each case definitely on its merits. When you have to put them in order you have to add up the marks and you cannot very accurately estimate one subject against another.

53,783. It has been also suggested to us that the system of marking might be brought into closer relation with that followed in the University system, which would bring out a more satisfactory result than the actual numerical marking of the candidates. Is that possible, and if possible is it desirable?—I think you would have to bring the Alphas and Betas to a numerical standard sooner or later.

53,784. A common numerical standard?—Yes, I do not see how you can add them up otherwise.

53,785. But do you know whether that is done?—I think it is quite possible some examiners start marking in the way they are most familiar with, and then translate it into a numerical figure, and send us the numerical figure and keep the Alpha and Beta to themselves. They do not send us the Alpha, Beta, and we should not know what to do with them.

53,786. In regard to the course for probationers, we have received a good deal of evidence in India to the effect that the present system of one year is practically useless, that it is not long enough to give a candidate any really valuable knowledge of the subjects which are supposed to be learned during that period, and that the only feasible alternative is either to increase it or abolish it altogether. Can you tell us from your own experience of the Final examination whether that is justified or not?—I should say that the one year is certainly inadequate. Some candidates get a considerable benefit from it, but they do not reach a very high standard in anything at the end of that time. They cannot know very much of the languages and very little of history. I think they know their Codes very well.

53,787. Can you give us statistics showing the Universities at which the probationers during the last 10 years have spent their probation?—I have put those in.

53,788. With regard to the combination of the examination with that of the Home and Colonial Services, you have given us an opinion as to the comparative advantages and disadvantages. One point that was strongly brought out before us in India was that the combination resulted in a certain proportion of the men accepting appointments in the Indian Civil Service, after failing to get into the Home Civil Service, men who had no desire whatever to go to India and who did not wish to make their life career in India, but simply accepted it because they could not

get anything else. Can you say whether that is so?—It seems to me quite possible there are some, but I cannot give you any facts on the matter.

53,789. Can you tell us whether that is the case or not from your interviews with the candidates when they select?—I hear remarks which rather tend in that direction. A man will say, "Is there a Government office with 200*l.* a year available?" and you say "No," and then he says, "Oh, well, I suppose I must go to India." It does not carry you very far, but it shows an attitude of mind.

53,790. Is it the case at all that the medical examination of a candidate is conducted with sole reference to the interest of the Service for which that candidate is proposed, or is the private welfare of the candidate taken into consideration at all? Is it the case, for instance, that a man who may be diseased would be allowed to go to India if the doctor considered that the Indian climate would be no worse for his disease than the English climate?—There is absolutely no justification for that.

53,791. It has been alleged before us that certain candidates suffering from tuberculosis have been allowed to join the Service because the doctors considered they would be just as well off in India as they would be in England?—I do not know who made that suggestion, but there is no foundation for it at all. We should not admit a candidate with active tuberculosis to either service, and we believe that India is a very bad place for anyone who has a tendency to tuberculosis.

53,792. Just now you gave us certain statistics regarding the number of vacancies in the Home Civil Service, and I should like to know whether such vacancies were those advertised before the examination or whether they also included the vacancies that are given to a substantial number after the results have been declared?—They include the latter; they are the total number of vacancies filled during the year.

53,793. I understand the opinion of the Civil Service Commissioners at the present time is that it would be wholly impracticable to conduct what is ordinarily termed a simultaneous examination in England and in India?—Yes.

53,794. (*Mr. Fisher.*) The ordinary value of a scholarship at the Universities is about 80*l.*, is it not?—Yes.

53,795. And if a proposal be adopted to give the probationer 200*l.* a year, or anything like that, the pecuniary inducement would be very much greater than that of a scholarship?—Yes.

53,796. I suppose also that one might reckon upon candidates being attracted by the prospect of three years at a residential University?—Yes. They would be glad to think that if they got this they would go for three years to a university and then go to India.

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53,797. And that would help them?—Undoubtedly.

53,798. That would really be to some extent an argument in favour of the University as the place for the probationer as against the special college?—That certainly is a point.

53,799. Do you think it would help the recruitment at all if the course during the period of probation was a University Honours course? Would the schoolmasters, for instance, regard that as an additional inducement for urging their boys to go in for the Civil Service?—I do not exactly see what value University Honours have unless you are going into some profession in this country. I do not think it would be a great attraction, though no doubt it would have a certain value.

53,800. It would have a certain value for the schoolmaster who reckons up his list of honours?—That is true.

53,801. And might make him more lenient to India?—There is something in that.

53,802. I suppose also to some extent it would help the probationer's position at the University?—I think it would.

53,803. He would be more a part of the University, and his college would be likely to take more interest in him if he was a regular Honours student than if he was doing the examination simply for the Civil Service?—I should say it would be a great advantage if you could get the Universities to make this course an Honours course, but whether they would do it or not is uncertain.

53,804. It would be an advantage to recruitment, and also an advantage to the position of the student who was at Oxford or Cambridge?—Certainly.

53,805. A fear has been expressed that if the examination be held at the age of 19 the public school boy would have no chance, that his chances would be obliterated by the great mass of candidates from the County Council Schools that have sprung up since the age was altered. Do you think there is anything in that?—A great many of the new Secondary Schools do not keep boys beyond 16. I have no reason to suppose that the teaching in the modern Secondary Schools is so much better than in the older ones that the older ones would not have their fair share.

53,806. Would it be true to say that if you framed the examination on the old classical lines that would give an undue advantage to the older Public Schools, whereas if you framed it on modern lines it would give an undue advantage to the new schools?—I think one must try and equate one against the other if possible.

53,807. Your suggestion is that there should be three groups or, possibly, four: modern languages, classical languages, mathematics and science, and a miscellaneous group?—Yes.

53,808. Is not one of the difficulties of such a scheme that the classical languages and mathematics and science are much harder than modern languages?—That is undoubtedly so. It is very difficult to make the modern languages sufficiently hard. If you could get in enough history and literature with the modern languages you could make the standard very much more equal, but the classical languages are undoubtedly more difficult. I think, perhaps, you might weight the modern language section by the addition of some other subjects.

53,809. I gather you are very clearly of opinion that for an examination of a high class which is designed to test real intellectual prominence it is better to keep down the number if you can?—I think it is.

53,810. Do you think it would be possible to confine the number of your candidates by making the possession of a school certificate a necessary condition?—You mean a certificate of having attended a school?

53,811. I mean a certificate granted by the Joint Board?—I suppose that would be possible.

53,812. That is a certificate which may be granted on a pretty wide examination taken by a great number of schools?—The school certificate is only granted, I think, to boys who come from schools which have in some sense been inspected. It is a practical question, and I am not quite sufficiently familiar with the conditions to give an answer.

53,813. There is a school-leaving certificate in Scotland?—There is.

53,814. It is a good examination?—Quite good.

53,815. I take it there is a possibility of a similar school-leaving certificate being established in England?—There is.

53,816. If such an examination were established in England I suppose one might make that a preliminary examination with the view of reducing the number of candidates?—Yes. I am not quite sure that if you had your universal school-leaving certificate you would be really reducing very much the potential number of candidates.

53,817. I suppose that such a certificate, if it were established, would have the further advantage that it would be a certificate of general education, and then you might approximate your Civil Service Examination more closely to the scholarship conditions at Oxford or Cambridge?—That would be a great advantage.

53,818. It would very much reduce the danger of cramming?—Exactly. The danger of cramming and of over-specialisation or specialisation beginning too early.

53,819. So that so far as you are concerned you would be prepared to welcome the establishment of a school-leaving certificate?—Yes, it would be of the greatest possible advantage to us in all our departments.

53,820. And for working in with the examination?—Yes.

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53,821. Do you think it would be possible to mark more extensively for promise as distinct from marking for performance than has been done hitherto? In the scholarship examination at Oxford or Cambridge the candidates are selected for intellectual promise and very little account really is taken of actual performance. Would it be possible, in an examination of this kind, to give a general instruction to the examiners that their business is to look out for men of promise?—I think it would be certainly possible to give such an instruction, and it would be very desirable to do so, but it would be rather difficult to ensure that it would be judiciously carried out all through. One would have to take considerable chances, I think. Examiners, as you know, are rather difficult to regulate.

53,822. Do you permit a conference between examiners under the present system when there are two examiners in one subject?—I believe it has been discouraged in the past, and I do not think we actually encourage it now. There is no objection to it anyhow.

53,823. Is it not rather desirable?—I think it is myself. If you are going to mark for promise it is most desirable.

53,824. It is absolutely essential then?—Yes.

53,825. I take it that your *viva voce* examination will really test certain moral qualities?—I think it would have that effect.

53,826. Have you got any general opinion as to what percentage of marks you will be willing to assign to such an examination?—I should think about one-sixth, which, of course, would make a great difference in the result.

53,827. With regard to a list of approved Universities, I presume that if there were a very extended course of probation you would require a considerable equipment for teaching?—Yes.

53,828. And that requirement in itself would act as an automatic limitation in the number of Universities to which the students should go?—It would. You could hardly allow them to go to a University where there was no equipment.

53,829. I suppose at the present moment if a three years' probation were enacted Oxford and Cambridge would be the only Universities capable of providing the necessary equipment?—It would task even their resources very much now.

53,830. But I suppose London would not be likely to be able to provide the equipment at once?—I should think not, but I should not care to speak too positively on that because London University has the great advantage of being able to draw anybody who happens to be in London.

53,831. Do you think that the non-residential Universities should be approved if they are willing to establish hostels for the probationers?—That would be rather artificial, I think. It would only mean that the few students who went to these local Universities

had their own society; it would not mean that they had a wide and varied University society.

53,832. It would be much less desirable than a college at the old Universities?—Much less.

53,833. You think it would be quite possible to devise a course of probation at the Universities which would be educationally on the level of some of the Honours schools which are at present established there?—I think so.

53,834. There has been some impression among our University witnesses that such a course would be professional rather than educational, but you do not think that that need necessarily be so?—I do not think it need necessarily be so. There may be a danger of its becoming so. It should be well devised and there should be somebody to look after it and see it was really kept on proper lines and influence it throughout. If that were done I do not see why it should not be made quite a good educational course.

53,835. Could you explain a little more fully why it is you would prefer to see the Indian candidates chosen on a separate examination rather than on the joint examination with the English?—I think the Indian candidates ought to be examined in the education which has been devised specially for their needs, which are different from those of the English people, and if that is done then it becomes almost impossible to equate those results with the results of an examination framed to meet a different course. Another reason why I object to concurrent examination is that it will take such a long time before you get your results into focus. You would have to waste weeks in sending the papers to and fro, and the examination would be almost forgotten by the time the results are out. That is only a practical difficulty, but it is a difficulty. I think the main difficulty is equating an examination which is fair to Indians with an examination which is fair to Englishmen.

53,836. With regard to the medical examination, you allow candidates to consult your medical referee before their intellectual examination?—Yes, but it has rarely happened. We only introduced it two or three years ago, and I should think about ten or a dozen times is as often as it has been used.

(Adjourned for a short time.)

53,837. (Mr. Fisher.) We have been told that there is a very great difficulty in adjusting claims of different types of school if we conduct an examination at the school-leaving age. Do you think that difficulty would be greater than the difficulty of adjusting the claims of the different types of a University under the present system?—I do not think it would. It would not be perhaps so great, because it must be admitted that some of the newer Universities are at present not satisfied with the successes they get in the open com-

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petition. It would be of course very great, but not greater than the existing difficulty.

53,838. (*Mr. Madge.*) You have told us that the lowering of the age would be a leap in the dark about which you have certain doubts, but in giving certain answers about details you have practically deferred to the opinion of the Commission. Now the fact that the lowering of the age has been suggested to the Royal Commission does not at all mean that a very strong, and what I may call an authoritative, opinion to the contrary has not been suggested to the Commission, and I think you will help us if you state more fully than you have done all the real objections to the lowering of the age, on the ground that it would be injurious rather than beneficial?—It was not quite so much that I deferred to what I believed to be the considered opinion of the Commission as that I thought it was possible the Commission had received such evidence in India as rendered it desirable in a very high degree to send the candidates out to India earlier, and also before sending them out to give them a fuller training than they have at present.

53,839. When I said "deferred to the Commission" I did not mean that you did not give your own opinion frankly, deferred to what we thought India might need?—I had to make some assumption, and I presumed for the moment, for the purposes of my answer, that it was, or might be, decided that the advantages of sending candidates out earlier and giving them a fuller training were such as to counterbalance any possible disadvantages. Supposing that the question were absolutely free, that is to say, that you could choose either the present age or an early age, then I should prefer the older age. If I had simply the one set of facts to deal with I should say it was better to choose them at 22, 23, or 24, as you have then a better opportunity of judging what they are worth. If you elect them at 18 or 19 you are to a large extent acting upon possibilities rather than probabilities. The nature of the boy or man is not so easy to ascertain at the age of 18 or 19 as it is at the mature age. I was trying to isolate one set of facts for the moment, and my answers were given on the assumption that it was very important to get them out to India earlier and to give them a fuller training. I have had a great deal of evidence to that effect; I have seen the letters of the Government of India.

53,840. You have also doubtless in mind what we have evidence to support, that both satisfaction and disappointment have resulted from accepting the promise of the earlier age. Some who promised to turn out well have turned out badly, and some who promised indifferently have turned out very well?—That would be the case with the age of 22 and 23, and still more the case, I think, at the earlier age; there would be more surprises.

53,841. You have also given us the opinion that separate examinations in India are possible. The examinations are to fill vacancies which have been announced, and the English examinations would be for candidates in London, and the Indian examinations for candidates in India; and one of the results of a separate examination would almost inevitably be that men would get very different marks, and there would be a differentiation of the estimates of what they were worth, and it might happen that a man who had obtained very much lower marks either in India or in England would be put above someone who had higher marks either in India or in England?—I should have thought that the examinations would be so far different that it would be almost impossible to compare the marks.

53,842. You would have different standards of worth?—Different subjects.

83,843. I notice what you said about the different standards of Indian education, but considering what is generally believed, and what we have evidence to support, that the Indian standard is very much lower than the British, do not you think the result would be to give us an inferior quality of civilians in India?—The two races are so different that it seems to me almost impossible to compare them. That is why I rather object to the present system. The fact that an Indian either does or does not obtain more marks in the examination does not seem to me to be a very good criterion. The hypothesis of a competitive examination, as I understand it, is that the people are all more or less of the same kind, possessing the same qualities, and those who do best in the examination are likely to be better in those respects that can be tested by examination. But when comparing Englishmen and Indians the differences are so great that it seems to me rather misleading to say that because the Indian gets more marks he is better than the Englishman, or that the Englishman, because he gets more marks, is better than the Indian; the unknowns are so very much greater in such a case. I would rather compare Indians with Indians and Englishmen with Englishmen than compare the two races. That was the basis of my suggestion.

53,844. One of the tests is that of character, and many witnesses have admitted that competitive examination is a test rather of literary capacity than of character. You have almost told us that as regards character the thing cannot be done, but if a mere competitive examination, as is feared by people in India, will be preceded by a large amount of cramming, more so perhaps than at home, then the consequence might be to let in a number of persons whose character had been tested in no way and whose intellectual capacity was of a standard inferior to the Home one?—There is of course that danger, but now you are going outside my sphere of knowledge.

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You are asking me questions about India which I am not really competent to answer.

53,845. We have heard from other witnesses that there is an endeavour being made to provide residential quarters where students may live together, and that there would be no difficulty in screwing up the Scottish Universities to the Oxford and Cambridge level. In that case would your preference for residential Universities in England be modified? —I think the Scottish Universities are very good, but if you have a hundred and fifty or so of these men under training at a University you will not be able to send them to all the Universities, because that will mean dissipating your teaching staff. You will have to concentrate, and if you concentrate, the advantages of Oxford and Cambridge would be greater than those of Edinburgh and Glasgow, whatever you did to them.

53,846. No doubt a great many Edinburgh and Aberdeen students do go to Oxford or Cambridge, but men have passed into the Service without going to these Universities or even to crammers? —I know that.

53,847. Without going to Oxford or Cambridge, I mean? —Undoubtedly, and then they go for their year of probation generally to Oxford or Cambridge and sometimes London. The Scottish Universities, when I was there, said that their students received great benefit through spending a year at Oxford or Cambridge.

53,848. The object of my question is not to select any particular University that would have an exclusive effect as regards other places of education where the education is as good as it may possibly be? —It was only with that view that I gave any preference to Oxford or Cambridge for the probationary training of students previously selected. I was assuming that the students were to spend three years at some place or places, and I assumed that it would be impossible to provide for the requisite facilities in more than two places at most, and I was trying to select those places which seemed to me to offer the greatest advantages. If you make those assumptions it appears to me that Oxford and Cambridge possess the balance of advantages. It was purely for the probationary course.

53,849. (*Mr. Abdur Rahim.*) You said the advantage of a competitive examination lies in the fact that the people are homogeneous, and therefore it ensures a proper selection. If you pursue that logically there cannot be any separate competitive examination for India, because in India there are various races with various histories and traditions? —No doubt there is that difficulty, but I imagine that all the people in India are more like each other than they are like English people.

53,850. But the difficulties are very great in holding a competitive examination there? —They are very great.

53,851. You have said that the grouping of the marks in the different subjects is some-

what disadvantageous to Indian candidates? —It must be very difficult for an Indian candidate to succeed in one of our examinations. First of all he has to learn English.

53,852. Apart from English, there are the modern foreign languages, and the marks assigned to Greek and Latin subjects which are not studied in India. You suggested four groups, and I suppose they are all optional, but why could not there be a group which would more especially fit in with the Indian course of study? —I suggested four groups for an examination to be held in England at the school age. If you are going to hold an examination in England at school age surely that would practically exclude the Indians altogether?

53,853. Apart from the question of age, could not there be a group which would fit in with the educational system of India, for instance Indian history and Persian and subjects like that? —No doubt there could be such a group, but you could not bring Indian boys at 18 or 19 over to England to be examined.

53,854. There might be difficulties, but consider it apart from the question of age? —You mean to leave the examination as it is now and introduce more subjects which would suit Indian students? I suppose that would be possible. That would be a reconstruction on a different hypothesis. My reconstruction was on the hypothesis that you are going to have an examination at the schoolboy age.

53,855. Would you group the subjects as they are now, supposing you retained the present age? —The idea was to reconstruct the examination a good deal, but I have not laid down any principles. Supposing the examination is reconstructed, it would give an opportunity for the introduction of subjects suitable to Indian students.

53,856. Would there be any difficulty in having an examination if there were some greater recognition of Indian subjects? —No, I see no difficulty from the examination point of view.

53,857. And it would be fairer to Indian students, would it not? —It would be fairer to Indian students on the hypothesis that what you want to test in them is an education of that kind. I suppose the theory of the present competition is that the Indians have pursued an English education in this country, which is generally the fact.

53,858. But a knowledge of Indian history, I suppose, would be valuable? —Clearly. We have proposed to put Indian history into that competition, and I fancy the proposal met with favour in India.

53,859. How long ago was that? —Quite recently. It has not yet received all the requisite assents, but I have heard that it was favourably received by the Viceroy's Council.

53,860. Persian is a language which contains a very valuable literature, does it not? —Yes. I do not see why Persian should not be included in the examination.

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53,861. We have heard that for about the last 10 years nobody has presented Arabic at the examination?—Arabic is very rarely taken. I do not know that I can give you an explanation of it.

53,862. It has been suggested to us that the standard of examination has been placed impossibly high. I know one candidate who at first took Arabic and gave it up after having pursued it for some time simply because he found the standard had been raised?—I was not aware that the standard had been raised to that extent, and I will look into that.

53,863. But the fact is no candidate has taken up Arabic in the last 10 years?—Certainly very few, but I cannot say whether there have been none.

53,864. As regards the raising of the age, I suppose the Civil Service Commissioners were consulted when the age was raised from 17-19?—Yes, my predecessors were consulted, no doubt, but they took no responsibility for the change.

53,865. And experience so far has justified the change?—Well, I have seen grave statements to the contrary. But it is a question on which two opinions might exist.

53,866. You take into account the Medical Report and decide for yourselves whether the man ought to be rejected or accepted?—Yes.

53,867. I take it the rejection or acceptance according to the Act must lie with you?—That is so.

53,868. It would not be consistent with the Act to leave the power to any medical authority?—It would not be consistent with the Act so far as I remember it, and anyhow it seems better that you should have the formal authority concentrated in one responsible Board; otherwise you would not know where the responsibility lay. As things stand if anything is wrong we are responsible, and that is how the thing ought to be, in my opinion.

53,869. Would it be possible under the Act to leave a margin of discretion to any Medical Board, apart from the question of deciding whether the candidate is suffering from any physical disability?—The Civil Service Commissioners under the Act have to certify that the candidate is free from any physical defect or disease which is likely to interfere with the discharge of his duty. I do not think under the present circumstances our Board could reject a person simply because they mistrusted his appearance or something of that kind. I think we would have to find definitely that he had a poor constitution or was too weak; we should have to find clear grounds for our rejection.

53,870. Would you leave it to any medical officer or Board to say that, although there is no physical defect observable in a candidate, still in the opinion of the Board the man was not fitted to go out to India?—I think it is quite within the power of our medical

advisers to advise us in that sense, and we should act upon their advice if there seemed to be any good grounds.

53,871. You would not leave the decision of such a question to the Board?—Not under existing circumstances.

53,872. There has never been a three years' probation, has there?—I think not.

53,873. Was it ever suggested before this to have three years?—Certainly not in my time until quite recently in connection with these proposals. There has been an idea of a three years' probation before this Commission sat, but it was only an unofficial suggestion; it never came to us from any responsible source. Although we have considered it, it has really not been what I might call practically discussed.

53,874. Would not that be on the whole too long a period of probation?—Not if it were going to cover the whole further education of the man. I do not see that the three years is in itself objectionable.

53,875. If you have to cover general education no doubt three years will not be too long?—I think there should be some subjects of general education in it.

53,876. Three years for general education would not be a probationary period, strictly speaking?—No, it would be further education and training.

53,877. And only part of it is to be used for special training?—I should imagine only a part of it. It would make it rather narrow if you confined it to the purely technical training.

53,878. I think there has been evidence before us that it would be rather difficult to give a general education as well as a special training?—It would be difficult, no doubt, but I think it might be done.

53,879. (*Sir Murray Hammick.*) As regards this idea of a half-yearly examination, if it were varied by a three years' probationary course, would it not be very difficult to fit in the students afterwards? In three years you would have six lots of students instead of three?—I meant them all to go up at the same time. The two batches of one year would be merged for the purpose of instruction. Supposing you were successful in December you would have some time to put in before you went up to college.

53,880. As regards this insistence on certificates from Masters, which you rather incline to as a possible way of guaranteeing a school course, are there not a good many candidates who come up for the open competition who have had their education on the Continent?—I should not have said there were many. No doubt there would be some.

53,881. How would you fit in those men?—I think those who had not had a regular school course would be disqualified.

53,882. And it would interfere very much with Indian students who come up for this examination. They have not been to a regular

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school, and they come up now and go to college, and I suppose the Indian students who would come up if we reduced the age, would probably go to some special establishment for a year, and they would be excluded? —I was assuming that no Indians came to be examined in England; that they had their own examination in India.

53,883. It would be very difficult to fit it in to meet the wants of those educated either abroad or in India?—It would.

53,884. Supposing the age was continued as it is now, do you think the present examination would be improved by more *vivâ voce* examination?—I should rather like to see a *vivâ voce* in the present examination on the lines I indicated for the earlier examination. I put my views on that before the Commission on the Home Civil Service only a day or two ago. I think it would be a valuable addition to that examination to have a *vivâ voce*.

53,885. When I appeared for this examination in 1875 we had a *vivâ voce* in every subject — Latin, Greek, History, English, Science, Philosophy, &c. Why was that dropped? — I cannot tell you why it was dropped; I could suggest one or two reasons, but they might not be the right ones. The examination must have lasted a long while.

53,886. It lasted nearly a month. Do not you think those *vivâ voces* are very valuable? — Certainly. The more *vivâ voces*, the more practical difficulties you have to deal with with regard to correlating the marks, and that may have been an argument in the minds of my predecessors. But it is a long while ago, and I have not tried to find out what their reasons were for dropping them, or why they were dropped.

53,887. If you had a three years' probationary course, and the men were passed in as successful candidates, and you had no further competition, is it not exceeding likely that the men during those three years' course would take life very easily? — I do not think I have definitely expressed any opinion as to whether there ought to be any intermediate examination during that course, but I should be rather inclined to have examinations, not too frequently, but now and again, during the period, and then I should make the final examination a very real affair, and let it decide their seniority.

53,888. The one proposal put forward by Mr. Fisher was to join up this course with the Honours course at Oxford. A man works very hard for the Greats School at Oxford or Cambridge because he knows the whole of his life depends very much on how his reputation comes out in that school, but if you have a set of men who have passed the competitive examination and who know there is going to be no competition at the final, they may take it for granted that if they keep up to a certain moderate standard they are bound to go out to India. Would not that feeling very much militate against the three years' course being

really of any use? It is a very extravagant and expensive thing? — You mean that the incentive to do their best would not be great enough? You do not think they value their seniority very highly?

53,889. They did not in my day? — They would know they would have to pass.

53,890. In the old days they knew they would be fined if they did not do well, but even with the fining the incentive to work was extremely small. I suffered from fining considerably, but I do not think it acted as any incentive to me to work, or very little. It seems to me that it does not matter so much if the man is 23 or 24 and his education is finished, but if you admit students at 19 and give them a three years' course you must give some incentive to them to complete their education and make themselves efficient? — It would be necessary clearly to devise proper incentives, and it might even be found difficult to do so.

53,891. If the Indian Civil Service is separated from the Home Civil Service do you imagine the Colonial Cadets would go on with the Home Civil Service? — I do not know at all. That would depend of course upon the Colonial Office, which would have to come to its own conclusion on the matter.

53,892. Before the Indian Civil Service was joined to the Home was the examination for the Cadets a separate examination? — I suppose it must have been, but I really do not know.

53,893. In the Police Examination, what is about the proportion of candidates to the number of successful men? — The last examination for which I have the figures was in 1912, when 145 candidates presented themselves for 26 places.

53,894. Is it a perfectly free and open competition with no sort of selection? — They are nominated by the India Office, the India Office satisfying itself that they are English born, among other things.

53,895. And their character? — No doubt they go into questions of that kind. I cannot say how they exercise their power of nomination, because that is their own domestic affair.

53,896. You do not know how that is done in the India Office? — No.

53,897. Do you know out of those men who come up from the police whether most of them are from Public Schools, or do a great many of them go through special training? — I think a great many of them must have gone through a special training, but I have no figures in the matter. These candidates being nominated do not supply us with particulars of their previous training.

53,898. Would the Indian examination of boys of 19 be very similar to the Police Examination? — It would have points of similarity. In the Indian Police there are about six subjects. They are obliged to take English and two or three others. They have a very complete option except in regard to

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English. It gives great freedom to the candidate and great freedom to the schoolmaster, and they rather like it.

53,899. The examination is popular in the schools?—Yes.

53,900. It is not supposed to tend to cramming?—No, not particularly, except of course that, as the examination takes place after school age, it is almost inevitable that some candidates should be specially prepared.

53,901. Taking the Public Schools in the sense of 10 or 11 big schools, during the last two or three years has the number of successful candidates in the Indian Civil Service from those schools fallen off very much?—Not perhaps in such a short period, but speaking generally over the last 20 years the successes outside the great Public Schools are certainly more numerous. We have some figures\* about that which were prepared for the other Commission, and you might like to see them.

53,902. I think we had better see them. You expressed great dislike to these special training establishments. I suppose you do so not so much from the results that come out as from the fact that in those establishments the moral training of the students is not so well looked after?—I have really no quarrel with the crammers—they are very good people according to their purposes—but it seems to me contrary to educational principles that, when you have thoroughly good and well-managed schools where everything is looked after, including conduct and behaviour and manners, you should discard the schools

which have been built up for the purpose of educating the boys, and allow a lot of privately run establishments to direct the training of the students.

53,903. From the point of view of the efficiency of the person whom the crammer turns out, certainly during the 15 years between 1865 and 1880 a large proportion of the civilians who went to India had a considerable training by crammers for one or two years, and there is no very great reason to suppose that the efficiency of the Government of India suffered in consequence?—No.

53,904. (*Mr. Fisher.*) Apropos of the cost of a separate examination in India, I suppose the examination would have to be held in a place where there are laboratories?—It would.

53,905. And as it would take place in the summer it would have to be in a hill station?—Yes.

53,906. And it is desirable also it should take place not far from the sea?—Yes.

53,907. Poona seems to be the only place that combines all those possibilities, so that you could make your calculation on that basis?—I will.

53,908. In estimating the cost of the separate examination you could take into account the fact that you will probably be able to get help in India itself from the teaching staff?—If that were so it would be desirable to have the examination at a time when the Universities as such were not sitting.

(The witness withdrew.)

(Adjourned to to-morrow at 10.30 a.m.)

## At 12, Queen Anne's Gate, London, S.W.

Friday, 11th July 1913.

### FIFTY-EIGHTH DAY.

#### PRESENT:

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.

GOPAL KRISHNA GOKHALE, Esq., C.I.E.

WALTER CULLEY MADGE, Esq., C.I.E.

FRANK GEORGE SLY, Esq., C.S.I.

HERBERT ALBERT LAURENS FISHER, Esq.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

Sir ALFRED HOPKINSON, K.C., LL.D., Vice-Chancellor of the Victoria University of Manchester.

*Written answers on behalf of the Victoria University of Manchester by Mr. Edward Fiddes, M.A., Senior Tutor for Men Students and Registrar; and by Mr. S. J. Chapman, M.A., Professor of Political Economy and Dean of the Faculty of Commerce.*

53,909. What is the opinion held by the authorities of the Manchester University

with regard to a view, which was given in evidence in India, to the effect that Indian civilians now come out to India too old, and with an insufficient knowledge of law and other specialised subjects, required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should

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be followed by a period of probation of three years, to be spent at one or more Universities, or at a special institution established for that purpose?—(*Answer by Mr. Fiddes.*) The earlier age suggested, viz., between 18 and 20 years, appears to be too low. Many of the candidates would be still at school or would have just left, and the questions would be regulated by the standard of a school examination. In such a test and at such an age few candidates would be likely to show much originality, and their real intellectual quality could be only ascertained with difficulty. It is common experience that candidates who do brilliantly in Entrance Scholarship Examinations after a careful school training in many instances fail to fulfil their promise in their university career when they must rely more on the powers of self-direction.

On the other hand, it is very desirable to institute a lower age than at present, and the period between 20 and 22 as the lower and upper limits is suggested. The majority of our best Honours students graduate before they are 22 years of age; a considerable number a year or so earlier. By that time they should have attained sufficient maturity of intellect to enter on a definite preparation for their life's work, while there are considerable disadvantages in allowing the interval between graduation and the competition to be very long. During such a period the candidates may become stale, or at any rate may work less from real intellectual interest than from a desire to cram facts against the time of examination.

The earlier age would bring with it another advantage of great importance to our students. In most cases their parents are not wealthy, and every year added to their education means an additional, and sometimes a serious strain, though this may be mitigated to some extent by scholarships and other forms of aid.

53,910. (*Answer by Mr. Chapman.*) I am strongly of opinion that it would be a mistake to make selections for the Indian Civil Service before candidates have normally had time to complete the course of study required for a University Degree. From younger candidates who are undeveloped, and have had little chance of displaying initiative, it is impossible to pick out the best men with any degree of certainty. Early promise is not an infallible indication of capacity. At the same time, I am almost equally strongly of opinion that any scheme which prevented the special "coaching" of men for the Civil Service Examination for a year or more after graduating would be an improvement on the present arrangement. At best this special preparation does no more harm than to waste valuable time; but not infrequently it degenerates into cramming, which undoes some of the benefit of a University training. A slight lowering of the upper age limit for entering the examination for the Indian Civil Service would largely stop special preparation.

I incline to the view that candidates should only be admitted between the ages of 20 and 22. The ideal, as it presents itself to me, is for a candidate to take the Civil Service Examinations some weeks after graduating (say about August). But in this event some further modification of the examination, with a view to bringing it more closely into accord with University Honours Schools, would be requisite.

53,911. In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service Examination being adopted, is it probable that Manchester University would be willing to devise an Honours Course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include:—(i) Law, (ii) the elements of one classical and one vernacular language, and (iii) Indian history, sociology, and economics?—(*Answer by Mr. Fiddes.*) It has been assumed in the answer to the preceding question that most candidates would graduate before entering the competition, and this would of course render it impossible to arrange for the Special Honours (undergraduate) Courses in Indian subjects which have been suggested. But it is unlikely that there would be any difficulty in instituting in this University a post-graduate course in these subjects, which could, if found desirable, be recognised by a Diploma or Certificate to be awarded by the University.

I understand that the points connected with the details of the course of professional training will be dealt with in another answer from this University, but it may be here suggested that the training should cover two years. This seems sufficient if the age for competition proposed in this answer is adopted. While shorter than the period of three years that has been proposed, it is longer than the time spent on professional training under the present regulations. It would thus enable a successful candidate who had graduated in one University before the competition to spend afterwards a substantial period of training in another University, which in some cases would be of great value from the change of intellectual atmosphere and the consequent widening of his outlook.

53,912. (*Answer by Mr. Chapman.*) As far as I can judge from my limited experience of candidates for the Indian Civil Service, and from what I have heard of the need for Civil Servants to reach India as early as possible, it would seem that a year, or at most two years, should be fixed as the probationary period. This time can be profitably spent at Universities on studies bearing on the future work of the probationers, and to some extent specialised with reference to Indian conditions. The provision of suitable teaching in languages ought not to be a difficult matter; and the same may be said as

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regards Indian History, the Economics and administration of India, its Geography, and the broad aspects of Indian Law. Specialised studies, however, in History, Geography, Economics, Administration and Law, ought naturally to arise out of more general instruction (some part of which may have been received previously) and be kept in relation with it. The Economics of India cannot be satisfactorily treated apart from general economic principles and the realistic Economics of other places; the History of India obviously needs to be kept in touch with the general history of the period which is important in Indian History; the geographical aspects of Indian trade and production must be presented as linked up with those of other parts of the world, and a backing of general law is essential for a proper appreciation of legal problems in India. As regards Economics and Law the aim should be, not so much to equip the probationer with a knowledge of India before he arrived there, as to train his mind to interpret his after experience and prepare him for it. On the more mechanical side of the Indian civilian's equipment something may in addition be gained from attendance at certain semi-technical business courses furnished in Faculties of Commerce, such as those on Accounting and Banking.

53,913. What provision is at present afforded in Manchester University for teaching—(i) Law, (ii) Classical Languages, (iii) Indian history, sociology, and economics; and is there any system of tuition and supervision designed for Indian Civil Service probationers?—(*Answer by Mr. Fiddes.*) As regards the general effect of the present regulations it is difficult for a Manchester student to obtain a high position under the conditions now in force. There are undoubtedly among our

students many who are of high intellectual capacity, and who are well qualified to be successful administrators. More recognition of such subjects as Modern Languages and certain of the Sciences which have now been fully organised as instruments of education appears desirable. Certain subjects in the competition might remain practically obligatory to all candidates, but it might be so arranged that it would be possible for a successful candidate to have gained his place on the subjects of a suitable Honours School in addition to the compulsory subjects. Such a scheme would not only be a benefit to the newer Universities, but also add to the number of good candidates from whom the selection would be made. It would also be a safeguard against the hasty acquisition of a superficial knowledge of a large number of subjects.

53,914. (*Answer by Mr. Chapman.*) The University of Manchester is largely equipped already for undertaking the requisite instruction. Sanskrit is taught, and one member of the staff is a distinguished Pali scholar. There is a Professor of Modern History and another of Economic History, in addition to the Professors of Mediæval and Ancient History. Economics, Economic Geography, and allied commercial subjects are adequately provided for, and there is a lecturer on Political Science. Some years ago the demands for trained men for business were met by the organisation of a Faculty of Commerce. To the teaching which exists something would need to be added to complete the specialised courses and provide for requirements in Indian Languages. In addition a member of the staff has recently been appointed to devote part of his time to supervising students preparing for Civil Service Examinations.

Sir ALFRED HOPKINSON, K.C., LL.D., called and examined.

53,915. (*Chairman.*) You come before us as the Vice-Chancellor of Manchester University?—Yes.

53,916. I take it that you are prepared to explain the written answers sent in on behalf of your University by Mr. Edward Fiddes, the Registrar of the University, and Senior Tutor for men students, and Mr. Chapman, Professor of Political Economy and Dean of the Faculty of Commerce?—Yes. It was suggested that I should send two names, and selected the two that seemed to be those who would give the fullest information. I think I may say with reference to those answers that, though they were prepared on the initiative of the two gentlemen named, as having special knowledge, I personally entirely concur with everything that is there said with the exception of one very small detail. I may also say that, since they were prepared, the effect of them has been mentioned to the Senate and Council of the University, and they meet with

the general approval of the University. There may be small details on which there are differences, but in the main I think they meet with practically unanimous approval.

53,917. During our inquiry in India we have received a substantial amount of evidence pointing to the advisability of reducing the present age for recruitment, so as to enable the civilian to enter upon his duties in India at an earlier age than he now does, viz., 25, and it has also been represented that the present system of probation of one year does not give an adequate training in those special subjects which are essential factors in the administrative work of India. We should be glad to know, if any change is made on these two points, how it would affect your University, and also to what extent your University would be able to meet the new demand. I notice that both Professor Chapman and Mr. Fiddes suggest a compromise in regard to the lowering of the age and advise that instead of

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going back to the school-leaving age, 17-19, the age should be fixed at 20-22?—Yes.

53,918. Is this age suggested because it fits in with your degree course?—That is not the only reason. There are equally important reasons affecting the general scheme of education apart from its effect on our own University. We are looking at it from the point of view of what is ideally best, and not merely from the point of view of how it would affect our degree course.

53,919. You are looking at it from the point of view of how it will affect the other Universities too?—I do not know what they say; we have not communicated with them, but as far as I can judge from my knowledge of other Universities of the same type, very likely what fits us would fit them, and what we think best they may do. But I cannot say as to that. You have them represented here, or one of them at least.

53,920. Do you know how it would affect, for instance, the Universities of Oxford and Cambridge?—I can judge to some extent of that, being an Oxford man myself, though I have not resided there lately. I do go up from time to time. My impression is that what we suggest would not be bad, but might if properly worked, be good for Oxford and Cambridge. Our main object is what, as far as we can judge, would be good from the public point of view.

53,921. Speaking now as an Oxford man, would not the age that you suggest cut right across the Oxford University course?—I think that Oxford has not been altogether wise in raising the age of entrance and of taking the degree. I do not think it is at all a bad thing for men to take a three years' course. Our scheme would be this: We assume that it is thought desirable, from the point of view of India, to bring down the present age for going out there from 25 to say 23. Going back from that, we suggest that about two years should be taken up with some special kind of study fitted for the sort of work to be done in India. For example, the specialised training for officers destined for the administrative side might have an economic bearing, whilst for judicial officers it should have a legal bearing. Probably about two years would suffice for this. Prior to that we think the best course would be the regular degree course, with possibly some special subjects included, but not such as would interfere with the regular course. That course would take three years, and cover the period from 18 to 21 or rather over. Many of our students come up between 17 and 18, as they do, or used to do, in Scotland, and I think that is a very good thing.

53,922. That would take them out to India at 24?—A little over 23. They would start at the University at about 18, spend three years there, and then have two years of specialised study, and then go out to India. I do not mean that to be a rigid suggestion at all, but I do not think it is at all a bad thing

for a man to go to a modern University somewhere about 18, or even a little under. Our average age is rising, no doubt.

53,923. Rising up to 19?—Yes, or sometimes even more than that, but I think it is a bad thing from the point of view of the schools and from the point of view of training. A little over 18 is a suitable age for those who have been to a certain type of school, and about 18 for those from other types of school. The economic question comes in, and the adoption of a slightly earlier age would open the door to the Service more widely. Opening the door more widely does not mean that an enormous number of men would come in; it merely means that you have a wider field of choice of men who have the personal characteristics which is an important element in the case, not merely the academic training or the school training.

53,924. Have you any return showing to what extent your University has supplied members to the Indian Civil Service?—The number is very small indeed. It ought to be substantially larger. I doubt whether we shall ever have a very large number, but we ought, from time to time, to be able to find very suitable men. At present we have only four students working for the Indian Civil Service. We could do much more if the system were better fitted to our curricula of subjects and examinations, and also if there was not the great strain on the financial resources of some of the students. On the average our students are financially less flourishing than they are at Oxford or Cambridge.

53,925. Will you tell us generally what facilities you have in your University for teaching the particular subjects necessary for Indian civilians, especially Law and the Classical and Oriental languages?—Yes. Those are rather the special subjects of a post-graduate nature. As regards Law, we have perfectly satisfactory classes for a two years' training in Law. I do not mean to say we have advanced research classes, but we have sound instruction for two years in Constitutional Law, Roman Law, Jurisprudence, English Law of Contracts, International Law, and Commercial Law. Speaking now as an old Law teacher, what is required could be well done by thoroughly competent teachers in about two years, which would give students a knowledge of the practice of handling legal cases. It would give them the habit of getting to know the point of a case; and as regards legal principles, I think we could do what is necessary very soundly in this two years' course. It would include some specific knowledge of commercial law, also law of contracts, criminal law, and so on, and I think the knowledge they would obtain in that way of handling legal questions would be invaluable afterwards to those students who are taking up the judicial branch. I do not mean to say they would be learned lawyers, but they would be men who understood how to look at a legal problem

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and how to go about and read and handle cases of that class; and that is what you want. Then as regards economics, economic geography and economic history, we are well furnished. We have a Professor who devotes himself entirely to Economic History including Industrial History; and of course although that may not be specific Indian knowledge it enables a man to deal with problems that arise. In Economics we have a Professor of the subject and several lecturers dealing with branches of the subject. With regard to men taking administrative work, I do not know what the work exactly is, but I fancy that some sound knowledge of currency and accounting—I do not mean mere book-keeping but the principles of keeping accounts—would be valuable. We have some lectures by a practical accountant. I think some knowledge of banking and the principles of banking is probably desirable, and we have an experienced banker lecturing on this. I do not know whether railway work comes into consideration at all, but we have specific lecturers on railway economics and railway management by practical men. This is under the direction of the Dean of the Faculty of Commerce, who is the Professor of Economics and who co-ordinates the whole course. I will leave with you the prospectus of two of our Faculties—Law and Commerce, because they show the syllabus of classes and how the ground is covered. As regards languages we are not at present in so strong a position. As regards Indian vernacular languages, if we were to cover the whole ground we should have to make a special appointment or appointments to deal with Indian languages. We have a competent Professor, who could deal with Sanskrit. Professor Rhys Davies has special knowledge of Pali. Of course we have Professors in European languages such as French and German.

53,926. And Arabic?—Only recently we have made some provision for Arabic.

53,927. Have you a Professor of Arabic?—Not a separate Professor, but we have some provision for instruction in Arabic.

53,928. Persian?—No, nothing directly in Persian. The Bishop of Salford holds a Lectureship in Ancient Persian Literature, and occasionally has had pupils, but we have not yet provided instruction in the vernacular, and that might have to be provided if we were to complete the scheme.

53,929. Would the University be prepared to undertake that additional charge itself?—I cannot say, and I speak with more hesitation under the special circumstances under which I am speaking to-day, but I should think it is highly probable. We usually find that our University, where there is a real need, meets it.

53,930. Passing from that subject, have you any residential system at your University?—Yes. We have two halls of residence for the men. One is managed by the Society

of Friends, but it is not confined to them. There are some Indian students there at the present time. That is called Dalton Hall and the other is Hume Hall, with about 50 men. It is practically like an Oxford College, with rather more supervision. Being rather smaller, the Warden of the College is in closer touch with his students than the Head of a College can be. To that we attach great importance.

53,931. So that assuming a group of students were to come to you, you have facilities for their supervision?—Yes. Then also we have appointed Mr. Waugh, who is Assistant Lecturer on our History staff, to look specially after those who are proposing to go into the Civil Service; and then probably, if a man had been selected, and was coming to us for post-graduate work, or special work, the Professor of Economics would give him personal attention.

53,932. Do Indians come to the University of Manchester?—Yes, we have a substantial number attached to the School of Technology. There they learn different branches of technical work, engineering, textiles, and so on. Then in the Faculty of Science we have a small number of engineering students. The engineering students are sometimes very good, and sometimes not.

53,933. Have you any system of supervision for the Indians in your University?—Yes; if they come up under the auspices in any way of the Indian Government. We have recently, at the instigation of the India Office, appointed two people to have some oversight of the Indian students. One is at the School of Technology, the Secretary of the Principal, Mr. Garnett; and for the other students, who are fewer in number, in science or medicine, we have a member of the University staff, who was appointed last year to look after their well-being, see what they are doing, and report upon them.

53,934. Do you find they get satisfactorily into the social atmosphere of the University?—I think very fairly. They vary so very much. I could name some who get on splendidly with their fellow-students, who do really good work, and who turn out to be good fellows in every way. But there are other men who ought not to have been transplanted, who, when they come here, really get lost, and do not know what to do.

53,935. I suppose, speaking broadly, and not as a representative of Manchester, you would admit that, if Oxford and Cambridge showed that there were insuperable difficulties in the way of adopting the age you mentioned, it would hardly be possible for us to recommend it?—I do not think Oxford and Cambridge, if they took an enlightened view of the Public Services and of their own interests, could take such a line.

53,936. I am thinking of the normal age at which students in those Universities now take their degrees?—You might have to

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consider that, I allow. What we are against, from the public point of view, is any idea of selection at the time of leaving school. You cannot tell what a boy is worth at that age. The boys who get scholarships often prove unfit afterwards. It is the wrong age to select.

53,937. I suppose young men fall off at all ages?—Yes, but a young man ought to be tested to find out his worth. At school he is under discipline. After three years on his own initiative you have a much better chance of selecting the right article. I do not believe, having seen a good deal of young men, that it is usually possible to come to a right conclusion earlier.

53,938. Do you not find that young men disappoint you even at the older age?—I should put it in this way: Look at the thing from a broad public point of view. My belief is that 18 is quite late enough to leave school in nine cases out of ten, and that the plan of keeping boys longer has two bad effects. One of them is that it is bad for the young man himself, as a rule, and also it shuts the door to drawing candidates for the Civil Service from a large portion of the population who, for reasons of expense, cannot remain so late at school. I think you will usually draw the Civil Service from what you may call the well-to-do classes, but there is a large number of people, who come from quite cultivated homes, who cannot afford to remain at school till over 18 or 19. A boy does not know what he is going to do. My view is, send him to college for three years. Let him go to the University with his scholarship, take up some suitable degree course—and that applies to Oxford and Cambridge just as well as to Manchester, Liverpool, Leeds, or Sheffield, or nearly as much—and then let him take his degree. Let him take three years for his degree, and then let him take his special training.

53,939. I understand you to say that there are many desirable boys whose parents cannot afford to keep them at school till they are 18?—Over 18 and up to 19.

53,940. You suggest that there are boys, suited to the Service, who, in the ordinary way, would be leaving school at an age prior to 18?—It might be over 17. Practically all that is in dispute is a year.

53,941. Barely a year?—Yes, about a year.

53,942. I take it that, if a parent can keep his boy at school up to  $17\frac{1}{2}$ , the probabilities are he could keep him until he was 18?—Generally, 18 is better than 19, and you tap a larger and a useful portion of the population at that age.

53,943. The examination which you would recommend, if it were held at the school-leaving age, would be of the ordinary University scholarship type?—I would not have any competitive examination for the Service then. I would let the boy go through his ordinary school course till about 18. At that age he

should have passed a matriculation or school-leaving examination, then he would enter on an ordinary University course for Honours, possibly with some adjustment, if he thought ultimately of going into the Civil Service, but he need not necessarily then decide. Let him take a three years' course at the University, some suitable Honours course, and then soon after he takes his degree in June—I do not say immediately after, but two or three months after that, let him take his special examination.

53,944. About the age of 21?—Yes.

53,945. (*Sir Murray Hammick.*) I should like to ask your opinion on one or two points. You have said that it is much better to choose a boy at 22 after his University training than at the school-leaving age. The suggestion has been put before us that the three years' training probation in England would be quite sufficient to eliminate those who turn out badly after the examination at 18 or 19. Do you not think that after you had chosen a boy of 18 or 19, and given him the stamp of an approved candidate for the Indian Civil Service, it would be extremely difficult, unless he was guilty of very serious moral offences, or unless he showed very grave idleness, to get rid of him at the end of three years?—Yes, certainly I think it would be extremely difficult, and I think you really do not have the free choice that you have at a later age. If you choose him at 18 you cannot very well turn out the person so chosen unless he is a thorough slacker or has committed some moral offence. In the other case you are not committed until a man has taken his degree; and in the same way the man himself does not know what he is going to do. Perhaps during his University course the Civil Service attracts him; India may attract him. It is an unknown region to him before, and it may appeal to him as a great career. It may appeal to a young man's imagination to go to India and help to take part in the government of it.

53,946. We know that Oxford and Cambridge are distinctly against this age of 21–22. On the other hand you would agree that most probably the Scotch Universities, except Edinburgh—which we have heard is siding with Oxford and Cambridge—that the other Universities, Glasgow, Aberdeen, St. Andrews, and probably Dublin, would side with the view that you take in Manchester?—I can only speak *a priori* from the reasonableness of the view appealing to them, and also from the ages of the students in Scotland.

53,947. It is rather important for us to my mind to try and gauge the mass of intelligent opinion in England, Scotland, and Ireland, which would be in favour of the reducing of the age for the University degree, because that is really what it amounts to—that if we make the examination from 21–22 it would be under the idea that at all events the majority of people would think that that fitted in with the University course according to their ideas.

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Do you think that, taking educated opinion throughout England, Scotland, and Ireland, there is a large proportion of people who do agree with you that the University course of Oxford and Cambridge is now too late?—My impression is Yes, and that there is a little swing of the pendulum back from the idea of leaving things so late: I have quoted one case to you of many years ago. I do not see why a man should not take a degree at Oxford at 21. I took it under 21, and I have not regretted it.

53,948. I suppose the Universities of Scotland have been affected lately towards increasing the age of matriculation for the University course, and have rather tended for some years to fall in more with the Oxford and Cambridge course?—I believe the age of entry has risen; certainly the age in the Universities of England, Manchester and the like, has risen very considerably. It has risen very much since I can remember.

53,949. But you think it is as likely as not that there will be a movement of the pendulum back again in the other direction?—Yes, but not so far. I hope it will not go back to the old state of things. It used to be 15. My idea is over 17 normally; 15 is too young.

53,950. (*Mr. Abdur Rahim.*) I think you told us that after the school-leaving examination some of the most brilliant boys break down. I do not know whether you can give us an idea as to the nature of the breakdown. Is it intellectual, moral, or physical?—I am speaking now rather from my experience of many years ago at Oxford. Some of the boys get Scholarships and do brilliantly when they enter the University. Some of them break down physically; others are what you call rather intellectually jaded, having been forced and having come to their full period of development rather too young. Others when they are no longer under the stimulus of school discipline become rather slack. So that it is partly physical and partly mental. One boy very likely when he is pressed and being coached up for a scholarship will do very well; then when he is no longer under that kind of discipline or pressure he becomes slack. I could quote cases of one's own College days.

53,951. Are those cases rather frequent?—They were then. I cannot speak now from knowledge of what goes on at Oxford and Cambridge, but we do see from time to time people who have not done so well at entrance who do well afterwards. Some men develop well at one period and others at another. Then, of course, in positions like those in the Civil Service, it is not merely a question of the power of passing examinations by any means, but it is the type of character which develops in the life of a University—the life amongst fellow-students, the life of freedom and responsibility—which is important. Men develop their character as well as their intellect during the University period.

53,952. You say you are in favour of making the selection after the University course?—The selection can be made soon after the University course. Let any test of what a man can do take place about or soon after the time that he takes his degree. You have a much better chance then.

53,953. I understand from you also that at the age of 18 or thereabouts it would be difficult to tell whether a boy is able to think for himself?—Either to think or to act for himself. He has never been free from the discipline and the kind of pressure that must necessarily and ought to be present in school.

53,954. Of course you are aware that soon after they go to India they are vested with very large judicial and administrative powers?—We feel that the more they live in the University a life amongst their fellow-students, and take part in the Unions and the Clubs and things of that sort, the better it is for them; we feel that that in itself is an admirable training. The Degree course might also be followed up by a post-graduate course, not necessarily in the same University. I think many of our men who have taken a degree might very well go to Oxford and Cambridge for two years and *vice versa*. I should like to see many boys who go to Oxford and Cambridge for three years go to a modern University in an industrial and commercial centre for a couple of years for a special purpose.

53,955. I quite see that. As regards Law, I think you said that you have facilities for teaching Law and for training students to find out the point of a case. I should like to know what sort of facilities you have. You could not have the system of studying in barristers' chambers in the University?—No, we have not in our University, but I can tell you more or less the sort of thing that we do in Manchester. I used to lecture to Indian students and others at the Inns of Court. The kind of thing we do is this: we tell them that such and such are the facts, ask the student what is the point to be decided, how ought it to be decided, and how would it come before the Courts. It does not very much matter what you do as long as their minds are addressed to picking up and dealing with the point.

53,956. But that sort of training is not the same as studying in barristers' chambers?—No, but a practical teacher who has been through the work can put simple cases before the students. I do not say that will make them first-rate highly-trained lawyers, but it will enable men to handle legal questions, to pick out the point from the case that is put before them, and the mind easily develops afterwards if the right habit is once formed.

53,957. But it is not the same thing as the training of a lawyer to find out the point of an actual case. You put an abstract proposition, I suppose, before the student?—I used to put cases that had arisen in my practice, a good deal simplified, and then say, "What

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" would you do. How would you handle " this ? "

53,958. Can you tell me what is the number of Indian students in your University?—I cannot at the moment; I have not the papers with me; but except in the Technological Department it is small with us. Very few law students come to us and very few medical students. The number of engineers in our Faculty of Science—the classes meet in the University buildings—is more substantial, and the quality sometimes distinctly good. They often become civil engineers. But the total number, except in the Faculty of Technology, is small.

53,959. Is the number on the increase?—I cannot tell you that, but I do not think there is any marked increase except in that one Faculty.

53,960. Technology?—Yes. There the appliances in the School of Technology attract them, and there is not the same competition as in other subjects. The medical student very often goes to the London or a Scotch University; the law student goes to London—there are numbers of them there, and that will always keep up. I do not think our number of Indian students will ever be very large except in technology. But we shall have a few, and every now and then good ones.

53,961. I want to ask you one more question in reference to that, and that is, Is the proportion of those who do not quite profit by their study in your University very large?—That is an extremely difficult thing to judge. You would have to go to each individual professor that the students have been to, to get a correct answer. But I have come across cases myself in which it was clearly an unfortunate thing that the man had come. He felt homesick; he felt that he was in wrong surroundings; and I have seen one or two rather sad cases in which it was clearly a pity that they had come. On the other hand I have seen some men who have gone through their course with enjoyment and great profit.

53,962. You would not like to generalise on that question?—That is quite impossible. They differ so enormously, perhaps almost more than English students.

53,963. There must be some cases in which a young man makes a mistake in coming to a strange country?—I have seen it at the Inns of Court, where I have had far larger numbers of Indian students to deal with. We have some brilliant men at the top, and some men who had much better never have come.

53,964. Perhaps they would have been worse off in India itself. That is my experience?—I cannot say.

53,965. (*Mr. Madge.*) Your suggestion of an intermediate age between the school-leaving age and the present one seems to me to strike the Commission between wind and water, for this reason. I believe the preference that has been expressed for an early

age has arisen from the belief that it would be better to get hold of a boy before he has been touched by the Universities, so as to give him, instead of the general training that he gets in Universities, the special training that the young mind would need for India. That is not my view at all, but I just give it because that view has been expressed. Then the preference for the later age depends upon the development of character and fuller knowledge of life and its obligations and all that class of fact. I have no objection to your intermediate age being adopted if that were thought fit. But supposing it were not adopted I would like your frank opinion between the two—the early school-leaving age and the existing limit of age?—I confess that is an extremely difficult question, but my own impression is that I would rather lean towards the existing one of the two. It is a very difficult question to answer offhand, but I would rather lean towards the present state of things than change. I feel very great doubt on the question.

53,966. But as a choice of alternatives you must have a decided opinion one way or the other?—I might have, but I am sorry to say I have not. My inclination is a little in favour of the existing state of things, but I would like to think it over and get the opinions of others. On some of these matters I have had the opportunity of having some conversation with teachers on the points I have been dealing with.

53,967. Then you have referred to the course of law. Before I put my next question I should like to tell you frankly why I put it. Experienced civilians in India have told us that the practical experience gained in the administration of law in the early portion of a civilian's experience is really more valuable to him later in life than any amount of theoretical training in a college. With that view in mind, whether you accept it or not, I would like to ask you whether you think English law and Indian law are based on the same principles, having regard to the fact that in India our laws are codified and we have no common law. A class of crime which here can only be the subject of civil suits is there criminally actionable; acquittals are open to appeal, and the powers entrusted to the police are very different for political reasons. Having those facts in view, do you think that Indian and English law are based on the same elementary principles; and I ask the question with a view to the suggested instruction in one or other of the Universities here?—I think when a man is trained to look at a legal problem in the right way, that training will suit whatever place he goes to. He may have learnt one system of law and he is told he will have to administer another, and he is far better for having learnt one system of law when he has to deal with another system. I think there is an enormous difference between the man who has been trained in legal prin-

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ciples and the man who has not, provided he has got reasonable adaptability of mind and that he has not learnt certain legal details which he will insist on applying whatever the conditions be. A man who does so is not fit for the work.

53,968. You think there are no local conditions in any country so different from those of another as to affect the judicial frame of mind?—No. The frame of mind is the same in any case.

53,969. One more question. There is a suggestion here that the economics of India cannot be satisfactorily treated apart from general economic principles and the realisation of the economics of other places. I ask the question because there is a proposal to teach economics. I do not think any book has ever been written upon Indian economics which has suggested that economic problems in India are largely affected by the transport question in a way that economics here are not affected at all. For instance, we have seen commercial bodies in two parts of the Empire almost quarrelling over the rates of transport on commercial and political grounds. Then there are a number of other points which I need not go into in detail, which seem to me, rightly or wrongly, to base Indian economics on principles entirely distinct from economics as they are understood here. I do not know whether you will accept that view, but do you think that much the same remark that you made about law applies to economics—that the principles learnt in one place apply everywhere?—Exactly the same kind of frame of mind, and in some cases I should have thought even the specific knowledge might be useful, but that I cannot speak of. I speak in regard to law as having taught law for many years both to Indian and English students. As regards economics, I am not acquainted with the subject in the same way, but I cannot see any reason why exactly the same thing should not apply.

53,970. (*Mr. Fisher.*) Can you tell me what is the average age at which young men matriculate at your University?—I cannot from recollection; I have no information with me. I believe it is about 18. We have several come a great deal later and that brings up the average, but the ideal age is 18 or a shade under, in my opinion.

53,971. I gather from Professor Chapman's answers that he thinks the probationary period ought not certainly to exceed two years. Can you tell me on what grounds he thinks it ought not to exceed two years?—My impression is it would mean either that you would have them taking up their appointments too late or else you would cut short their proper degree training, which they would take on the same lines as other students, and of course the financial question comes in too. I have a strong impression

that a two years' training is sufficient. Speaking of law, a very good course can be done in two years.

53,972. That is assuming that the two years were almost entirely devoted to law, I suppose?—No, hardly that.

53,973. Do you think it would be possible to have a really good two years' training in law, combined with an Indian classical language, a vernacular, and some knowledge of Indian history?—I believe so, in two years. I have known clever men, really clever men, from Oxford and Cambridge, who have passed their Bar examination in a very short time, in a year. Lots of men are called to the Bar in a year after passing their degree examination at Oxford and Cambridge.

53,974. We had in India two theories of legal education suggested to us. One was the theory that you expounded to Mr. Madge just now, that the legal education should be of a general kind; it should be the kind of education which is given to a young man who is going in for the Bar here; and the other theory was that it should be specially directed towards the study of the Indian codes. I gather that you prefer the former?—I prefer the general one. If you could have some introduction to the Indian codes, well and good. I do not know how it is in India, but I know English lawyers who, if they have a case on Statute Law, do not say anything till they have the book before them.

53,975. Has your Professor of Sanskrit at Manchester given any opinion as to the amount of time which would be requisite for that study?—No, we have not considered that at all. He does not devote himself by any means entirely to Sanskrit; he has other work to do as well, and at present the classes in Sanskrit are practically negligible for this purpose. All I mean is that we have a person competent to teach the subject. The subject might be developed.

53,976. (*Mr. Sly.*) Would not the recommendation of your University that the age should be fixed at between 20 and 22 cut off from the Indian Service practically the best of the graduates at Oxford and Cambridge and certain other Universities?—I should have thought not. I do not know at what age men take their degree now at Oxford, but if it is generally over 22 I am sorry for it: 20 would be too young, but given to 22 there would be a reasonable margin.

53,977. Perhaps I put it rather too strongly, but we have been informed that it would cut off the best of the undergraduates who take the Greats course?—Twenty-two?

53,978. More or less, yes, and there have been strong opinions expressed against it?—I do not think we need be particular to three or six months. If you like to put it at 22 and six months I do not much mind, but I do think it is an unfortunate thing if men do not

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take their Bachelor's Degree till an age considerably later than 22. Their Bachelor's Degree does not fit them for any walk of life, and if it is postponed they may be too late in life to take up their work.

53,979. It may be unfortunate, but we have to deal with facts. Do you think that the fixing of a younger age for the Indian Civil Service would have any practical effect in lowering the age of admission to the larger Universities?—I hope they will put their house in order on that matter. I have had three or four sons at Oxford, so that I think one can judge both from one's own experience and the experience of a younger generation. I should like my sons to take their Degrees at Oxford before they are 22, and I should be sorry if they remain much later.

53,980. You have objected to the school-leaving age mainly on the ground that it is not a good intellectual test and will lead to a larger percentage of failures?—Intellectual and test of character as well. I mean general suitability.

53,981. We have to regard the problem also from the Indian standpoint. Under the existing conditions the successful candidate goes out to India at the age of about  $25\frac{1}{2}$  years after having gone through only one year's course of probation, about which we have received strong evidence that it is too short to be of any value whatever. After arrival in India, no matter what his probation in England may have been, he must have about two years' practical training in India, so that he does not become a useful member of the Government of India until he is  $27\frac{1}{2}$  years old, when he starts his work in life; and that has other disadvantages which perhaps it is not necessary for me to mention. To rectify those disadvantages, much evidence has been received in India to the effect, first, that the man should come out to India substantially younger; secondly, that he should come out substantially better prepared by the study of particular Indian subjects, Oriental languages and the like. We have to balance those two considerations, and even if the intellectual test at the younger age may not be so good, may it not be the case that, although the students will be younger, by going through a longer course of probation they will prove the better for the purpose of the Government of India?—I cannot speak from Indian experience, but men of experience have told me that it would be a good thing if those in the Civil Service could take up their actual work in India at a little over 23. Very often when the work is spread over a very long period men do their work slowly. I believe that work done under high pressure or a good deal of pressure is very often the best work. I am not speaking now of the learning of Indian vernacular languages, because that is a subject of which I know nothing or how long it takes. There I

presume a good deal would have to be done after arrival in India.

53,982. Is there any minimum age prescribed for admission to the Manchester University?—Yes, the minimum age is 16, but as a matter of fact there are practically none under 17. I once illegally admitted a man under 16, and he eventually became Senior Wrangler. If he had been sent back to school it would have done a great deal of harm to him. He was quite capable of taking the best University instruction at that age. He became Senior Wrangler and he now occupies one of the leading Professorships at Cambridge.

53,983. There is an opinion expressed in the written evidence that the open competitive examination for the Indian Civil Service should take place as soon as possible after the completion of the B.A. Degree?—Yes.

53,984. We have received a certain amount of evidence to the effect that this places an unduly great strain upon candidates, a strain from which they do not recover for some substantial period afterwards. Do you know whether that objection is strong at all or not?—I should think it is not very strong. There is one point in the written evidence that I am not in complete agreement with. One suggests August for the examination after taking the Degree. My suggestion would be two months' good holiday without any work at all, and that the examination should take place about December. That is speaking off-hand. That, however, is a detail. The examination should be held soon after, but a man should have some chance after taking his Degree of doing nothing for at least a month.

53,985. Then there is a separate subject about which I should like to ask one or two questions. You have given us certain information regarding special post-graduate courses at your University. A proposal has been made to us that the Indian Civil Servant, after he has had some years of experience in India, should come home to England on what is termed study leave, and go through particular courses of training that it would be desirable for him to undergo for the purpose of his duties, for instance, training in commercial law, accounts and banking, municipal government, taxation, and similar subjects of that sort. The question I wish to ask you is, Would the courses provided by your University be suitable for men of mature age and of Indian experience?—I think some of them would be perfectly suitable, but I think you would probably have to do this. Men of that sort would want to study some particular problem, and if they were really good and experienced men their proper course would be to go to the Professor and get him to arrange for their lines of instruction, and have guided study rather than specific attendance at Lectures.

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53,986. Could they get at your University that guided study?—In some subjects, not in all. In some subjects they could get it, and get it good, I believe. In fact, men do that kind of thing occasionally. But we could not cover the whole ground, nor could any University at present.

53,987. But you could cover a portion of the ground?—Yes. For instance in branches of economics I think we could give him very useful instruction as regards English experience, but it would very likely be of a directive nature rather than special courses of Lectures.

53,988. Would that apply also to such subjects as the principles of municipal government and taxation?—Yes, I think we might do well in that way. The Professor would say, "You should read so and so and attend such and such Lectures rather than go in for long courses." I do not believe in too many lectures for mature men of the best type.

53,989. (*Chairman.*) Have you any number of mature men, say men from 28 to 30, who are taking that advice now?—Not in what you call Indian subjects.

53,990. I did not mean in Indian subjects, but in any subject?—Yes; men come, for example, for physics. For instance, a man who has been a Professor in America will come and study, it may be for three months, in some special subject in the laboratories under direction. That sort of thing is quite common, but mainly in science. We had one the other day for one subject in classics.

53,991. (*Mr. Gokhale.*) Your University recommends 20–22 as the age limit, but your own proposal really seems to me to come to 21–22; is that right?—I think that would be the more usual thing. I think 21 is about the time, but the written answers say 20 as a minimum.

53,992. If it was 21–22 would that mean one chance or two chances to candidates?—That you would have to arrange the examinations to meet. I think it would be well to arrange for two chances if you can, but that is a detail that would depend on the administrative work of those who were conducting the examinations.

53,993. If you wish these men to go out at 24, if they are to have two years' probation, and if 21 is to be the age for graduation, it really leaves them one chance, unless you have two six-monthly chances?—Yes. I think the thing is elastic enough and that you could get it in if you have the minimum at 20, though the normal thing would probably be, as you say, between 21 and 22.

53,994. I only put this question because I want to know if you think that if, instead of two chances there was only one, that would discourage some good young men from entering for the Indian Civil Service. Would they think it too much of a risk?—Yes, probably they would like to have two chances

rather than one. You might perhaps have a selection made in some cases before taking the degree, at the end of the second or the middle of the third year.

53,995. The selection has to be by a competitive examination, so that you could not do that?—It is difficult.

53,996. I do not think it would be very easy if you wish the young man to go out at 24. I fear, according to your view, you will have to keep the age of going out very nearly as it is now—24½?—Supposing after consideration of all the views of the different Universities you said, instead of 22 as a rigid maximum age 22½, that might be a compromise.

53,997. It would be best to give two chances?—Yes. If you had 21–22½ I think possibly you might do that. I have not gone into the dates. I prefer the two chances to one.

53,998. (*Mr. Chaubal.*) You told us that very few Indian students have studied for the Indian Civil Service at your University, and that most of them study at the School of Technology. You must have had conversations with those Indians. I am rather curious to know whether they said anything to you about having very good prospects when they went to India in the lines in which they were studying here?—The School of Technology has been so recently established in connection with the University that it is difficult for me to say. On that the Principal of the School of Technology, either the late Principal, Mr. Reynolds, or the present one, Mr. Garnett, will tell you much better than I can. It is a difficult question. I had a conversation with one of the Indian students only yesterday who had come from one of the Native States. He was going out as an engineer with what appeared to be quite good prospects.

53,999. Good prospects in his Native State?—Yes. His prospects as an engineer seemed good. He told me the work he was going to undertake. I asked him what he had learned, and he seemed happy about it, and to have good prospects. He was probably a good student. I am only mentioning one single case.

54,000. Can you say anything about the prospects of these young men when they get to British India after they have taken a course of Engineering in your school of Technology?—I cannot say very much on that, but they come in considerable numbers. My impression is that they come because they know it is useful. We had one young man the other day who was not at the school of Technology but in the Faculty of Science, the Engineering Department. We have an Engineering Department in the University buildings. One of them recently got an appointment in the Public Works Department, which is good, of course.

54,001. Can you tell me the age of those who study engineering in your School of Technology?—I cannot tell you. At a rough guess I should say they enter about 18, but I

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cannot say accurately. They may be much older. I have no statistics, and I cannot tell by sight what the age of an Indian student is so well as I can with an Englishman. They may be considerably older so far as I know.

54,002. (*Sir Theodore Morison.*) Generally speaking, from what schools do the undergraduates at Manchester University come?—A large proportion come from schools rather of the type of the Manchester Grammar School or the Secondary Schools which are now increasing in numbers and improving in quality all over the North of England.

54,003. Under the charge of the county councils?—I mean schools like the Manchester Grammar School, Oldham Grammar School, the Bury Grammar School. The number from the Public Schools is not large, although there are some. The number of Eton boys or Harrow boys would be very small.

54,004. You are referring to the old Grammar Schools or schools provided by the county council?—Yes, both. Many are aided by the county councils.

54,005. At what age do they generally come to you?—17 to 18 now. It used to be earlier. I was rather surprised to see how much the age had gone up.

54,006. They come, in fact, at what you consider about the ideal age for the University?—Yes.

54,007. Are the masters of Grammar Schools showing the same tendency as masters of Public Schools in wishing to keep the boys longer?—There is a good deal of that. They like to keep the boys sometimes till 19 at some of the schools.

54,008. At the Grammar Schools?—Yes, and it is a bad thing. The boys would be much better away, except in rare cases.

54,009. But the tendency exists among those schools?—Yes, just as it does in the Primary Schools. They want to keep the children at Primary Schools when they ought to be going to Secondary Schools. The idea operates all along the line, and it is a heresy.

54,010. It is, as you say, "all along the line." How do you propose to stop it? How can we realise your ideal?—By letting the pendulum swing back a little. I think public bodies are beginning to see that this tendency to keep boys at local schools till they are 19 is wrong, and that what is possible without great harm for well-to-do boys at Public Schools is much worse in the case of these local schools.

54,011. I quite see the evil of it, but I do not know how it is to be arrested. We have to legislate for the present conditions?—In the same way that we have made them understand a great many other things—for example, that they must not spend all their money on equipment, but on masters. They have realised a great many things, and they will realise this too.

54,012. The Scotch Universities have gone with the ordinary tide and have raised the age enormously?—Yes. The tide was right when it began. Boys used to leave school too young. But the pendulum will swing back a little if it is assisted by judiciously expressed opinions.

54,013. It is not swinging back at the old Universities at all?—Not to the old limit.

54,014. Oxford and Cambridge do not show any tendency to swing back to anything like 17 or 18?—Not 17 certainly. What was an enlightened view at one time has been carried too far.

54,015. It is a thing one would like to see, I agree, but how are we to realise it? Until the public is more enlightened must not we, when we are making proposals for the Indian Civil Service, accept the facts? How can we correct them? What do you propose we should do?—They would realise it and fall into line very soon, I think, provided you do not make the change too strong, or too rapid. A compromise as suggested might probably be a reasonable one.

54,016. You realise that your proposal for a three years' course at the University would knock out the Greats men, even on your own figures—the men who take the four years' course?—I suppose it would knock out some of the men, but it need not knock them all out. I took Greats in three years myself. It does not much matter whether they get Firsts or Seconds as long as they do the work properly.

54,017. One of your objections to keeping them was the financial strain put upon the parents?—That is one objection.

54,018. And you think that causes a certain number of valuable men to be lost?—I think it does. At present we have hardly tapped a large portion of the population.

54,019. Are not a good many men frightened off by the expense of a University career which, according to your proposal, would be thrown upon the parent?—Some are, but on the other hand, the provision nowadays is very substantial in the way of scholarships. We could do with more. We have now not only the old endowed scholarships of the Universities, but the County authorities have given a good many scholarships.

54,020. Do you think the endowment is sufficiently large to make a man think it worth while going to the University if he is feeling the financial strain of staying a year at school?—Supposing he gets a County scholarship of 60*l.* at 17, that helps him a long way to the University course, and he will probably pick up something else on the way. I have known students who actually did something in the way of assisting themselves by taking some remunerated work, as they do in the United States.

54,021. (*Chairman.*) Just one question in relation to the question asked you by Sir

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[continued.]

Theodore Morison. Do you consider the boys who come from the Secondary Schools are in a position to compete, from an educational point of view, on equal terms with the boys who come from the larger Public Schools?—To compete for scholarships at that age?

54,022. Yes?—Take a school of the intermediate type, such as Manchester Grammar School, which is a day school, there they compete for open scholarships at Oxford and Cambridge with very great success. At one time they stood second or even first on the whole list. The clever boy at a well-conducted school will come in and get his scholarship.

The Rev. J. P. MAHAFFY, D.D., C.V.O., Senior Lecturer, Trinity College, Dublin.

*Written answers on behalf of Dublin University by (i) the Rev. J. P. Mahaffy, D.D.; (ii) John Van Someren Pope, Esq., Professor in Modern Oriental Languages, Trinity College, Dublin (late of the Indian Educational Service); and (iii) Lucas White King, Esq., C.S.I., LL.D., Professor of Arabic, Persian, and Hindustani, University of Dublin (late of the Indian Civil Service).*

54,025. What is the opinion held by the authorities of the Dublin University with regard to a view, which was given in evidence in India, that Indian civilians now come out to India too old, and with an insufficient knowledge of law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities, or at a special institution established for that purpose?—(Answer by Dr. Mahaffy.) Regarding the age at which candidates should be examined for admission to the Indian Civil Service, the suggestions made are complex, and not very consistent, viz.: (a) the present candidates come out too old; (b) they come out with insufficient knowledge of the special subjects required.

With regard to (a), if we regard physical health, we have always been told that there is great danger in sending out mere lads to the hot climates, and that both soldiers and civilians lose a grave percentage of their numbers whenever this consideration is neglected. From that point of view, therefore, they regard the present age limits a wiser arrangement than that proposed.

But if the present candidates come out insufficiently trained in special work, then the natural conclusion would be that they still come out too soon.

Looking back on the history of the open competition for this Service and the contributions made to it by this University, we find that the reduction of the age for competition has always acted most injuriously on the prospects of our students, and hence we may

54,023. So that the well-conducted Secondary School compares favourably, from an educational point of view, with a Public School?—Quite, from the point of view of certain subjects.

54,024. And those the subjects which it is necessary to be efficient in for the Scholarship Examinations?—Excellent mathematical boys come from those schools. If a boy has the mathematical gift and good teaching in a school of that sort he will do admirably and may go to any extent afterwards.

(The witness withdrew.)

add, on the Service of India, which can count among its most distinguished members men from this University who competed on a liberal allowance of age.

The creation of a special institution, at which candidates (it is proposed) are to spend three years, seems to us equally unsound. The experience of such a college (Coopers Hill) in the case of Engineering for India turned out a disastrous failure, and was abandoned, not till it had done great harm to University Engineering Schools.

Irish students, whose schooling is not so long and so complete as that given in English public schools, require in consequence a good University training in Arts before they specialise in the subjects of their profession. It is our business to furnish this kind of education.

54,026. (Answer by Mr. Pope.) I consider 18-20 a very unsuitable and undesirable limit of age. If adopted, it would drive boys from the age of 16 to crammers and deprive them of the culture and discipline of school life; and would drive those between 18 and 20 likewise to crammers, and deprive them of University education till they were probationers.

I am strongly of opinion that 20-22 should be the limit, followed by a two years' course of probation, in Law, Indian Languages (two of the spoken languages of the Province chosen, as compulsory, and one of the Classical, as optional or compulsory; I prefer the latter), and Indian History, Sociology, and Economics. What India wants is not men forced through by cramming and then brought up in the hot-house air of a special seminary, but men who have had a good education gradually and soundly acquired in school and at a University, followed by a two years' thorough training at a University. Men going to India should be graduates in Arts, who spend their probationary course at a University. The Universities of the British Isles are well equipped for the purpose, they have done the work well, in spite of the period of probation having been cut down to a year, and they can easily afford facilities for a probationer taking a degree in Oriental Languages during his period of two

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[continued.]

years' probation. University life, with its breadth and culture, best fits a man for the Indian Services. I am strongly opposed to the establishing of a special institution for the purpose ; it is too narrowing, is apt to produce prigs and drive men into a narrow groove. I consider it undesirable to grant a University degree for "Indian Studies" generally. Such a degree should be for Oriental Languages only, and be a degree of a special kind, added on to a degree in Arts previously obtained. Twenty-four is a good age for a man to go to India if he has had the education I have outlined. He goes out then fairly well matured in intellect, in character, in health, and in the experience of dealing with other men, and in teaching him to be what is so highly and justly valued in India.

54,027. (*Answer by Mr. White-King.*) I quite agree (and I think this is the general impression in India) that civilians under present conditions are too old when they go out to India ; that is, old in the sense that they are not sufficiently plastic and find it difficult to adapt themselves to a new environment. The main objection to lowering the age of admission is that it would interfere with a sound University education (which in my opinion is absolutely essential) and encourage cramming. I think a compromise between the two contending views is possible, and I would recommend that the age of admission be reduced from 22-24 to 19-21, and that the term of probation be extended from one to two years. All candidates for the Indian Civil Service should be members of certain selected Universities, which they would enter at ages between 17 and 19. Up to the "Little-go" (or corresponding examinations) they would devote themselves to the ordinary University curriculum. After the "Little-go" they would go up for the Indian Civil Service examination at an age between 19 and 21, and on passing this, return to their University and specialise in Indian subjects, taking a degree in (a) Indian History and Economics, (b) Law, or (c) Oriental Languages. Under this system the term of two years' probation would be spent by the candidates at the University to which they belong. If this proposal is not approved, I think the present age of admission must be retained.

I may point out that if a candidate passes the examination at the age of 20, and spends the next three years on probation, he would practically be as old as the majority of candidates are at present when they go out to India.

I consider that a period of three years' probation is too long, and that a two years' course of study in special subjects would be sufficient. I may remark in this connection that all civilians are obliged to put in what amounts to a year's probation in India, when they are preparing for their vernacular and Law (Departmental) Tests.

I am strongly opposed to the suggestion that the period of probation should be spent in a "Special Institution in England or India." The reasons against this were set forth in detail in the University Memorandum of the 9th March 1911, and I need not repeat them, except to add that I could not imagine anything that would be more conducive to narrow-mindedness.

54,028. In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service Examination being adopted, is it probable that Dublin University would be willing to devise an Honours Course of Indian studies, suitable for such probationers, and carrying with it the University degree ? The course of instruction would, under any such system, it is anticipated, include—(i) Law ; (ii) the elements of one classical and one vernacular language ; and (iii) Indian history, sociology, and economics. What provision is at present afforded in Dublin University for teaching these subjects, and is there any system of tuition and supervision designed for Indian Civil Service probationers ?—(*Answer by Dr. Mahaffy.*) There are, of course, large variations in our Honour Degree Examination, and there may be some good reason for giving an honour degree in Indian Law and Languages, but not till the student has satisfied the ordinary requirements of our Arts Course. As regards Law, we have at present an honour Degree in that subject together with Political Economy. There would be no difficulty in making Indian Law one of the subjects of that examination. The case of general against special education is one of vast importance to the nation generally, and would require a longer discussion than is here possible.

54,029. (*Answer by Mr. Pope.*) As stated in answer to the preceding question, I consider it undesirable to grant a University Degree for "Indian Studies" generally. Such a degree should be for Oriental Languages only, and be a degree of a special kind, added on to a degree in Arts previously obtained.

54,030. (*Answer by Mr. White-King.*) I presume that Intermediate and Final Examinations would be held by the Civil Service Commission in London. The subjects would, however, be the same as for the proposed Honour Course in Oriental Subjects at the selected Universities, so that this would not entail any additional work on the candidates.

There would be no difficulty in arranging an Honours Course of Indian Studies. Indian Civil Service candidates are at present instructed in (a) Classical Oriental Languages ; (b) The Vernacular Languages of India ; (c) History and Ethnology ; (d) Law (Indian). Prizes are offered annually for proficiency in Arabic, Sanskrit, and Hindustani, and a scheme is under consideration for establishing an Honour Degree in Oriental Languages.

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The Rev. J. P. MAHAFFY, D.D., called and examined.

54,031. (*Chairman.*) Dr. Mahaffy, you have been good enough to come before the Commission to-day as representing the University of Dublin?—Yes.

54,032. I take it that you are in general agreement with the written answers put in by Professor Pope and Professor White-King?—Yes. We have also sent for your perusal the printed memorandum\* which we drew up in 1911, and which, I think, will interest you.

54,033. We have received a substantial amount of evidence in India to the effect that the civilian goes out to that country too late, and that he does not receive sufficient preliminary training in the particular subjects that are necessary for his administrative work in India, especially in the vernacular and Oriental languages, and in Law. Your suggestion to meet the age difficulty is, I understand, a reduction of the limits from 22 to 24 down to 20 to 22?—Yes, but I find that there are many of us who think that age too low.

54,034. In giving that age did you consider what effect it would have on other Universities?—No.

54,035. You gave that answer solely with a view to its being the most suitable and convenient age for the University of Dublin?—Yes.

54,036. We have had evidence already from Oxford, and shall have further evidence from Oxford and Cambridge representatives, which goes to show that that age would run right across the Degree Course for those Universities?—With us a good student gets his Honours Degree about 21; that is the usual thing. We think it very important he should have two tries for the open examination for India after his degree.

54,037. You would regard it as a thing to be avoided that the Indian civilian should be prevented from taking his degree?—I think it would be a disastrous thing.

54,038. So that, whatever age we take, it must be one that will fit in generally with the degrees in those Universities which provide facilities for the Indian Civil Service?—Yes. With us we have a number of scholarships for entrance that must be competed for under 19, and we have a great number of our best men coming up for those various scholarships—there are 30 or 40 places. We have a  $3\frac{1}{2}$  years' course, so that they would not get their degree till the middle of age 21.

54,039. They come up at about age 19, and pass the scholarship examination?—Under 19.

54,040. They come up then from school?—Yes. We have no minor limit. They might come up at the age of 6 if they liked, provided they know their business.

54,041. They come up at about 19?—Yes. Some come at 18, and  $17\frac{1}{2}$ .

54,042. So that that age would correspond exactly with the alternative age that is presented to us for the school-leaving age as between 17 and 19?—Yes.

54,043. What is your objection to extend the examination for the Civil Service to that age in the same way as you have it now for your University?—The age at present is 22 for the open competition.

54,044. It is 22 to 24 now, and you express great objection to reducing it down to the school-leaving age?—Yes, I would not reduce it to that.

54,045. What objections do you see to having that age for a school-leaving examination for the Indian Civil Service, seeing that you do not object to it for those who are coming up to the University?—It is a question of taking a Degree in Arts just about the time that they go into the Civil Service, as I understand it.

54,046. If the proposal were to be that, added to the examination between 17 and 19, there should be a three years' probation at the University, would not that meet the claim that you have just mentioned?—I am afraid that the three years' probation would be too special. It would not be a general Arts course. That, I think, is the great mischief. I think specialisation is a great mischief.

54,047. Do you not think it is essential that the officers who are going to do administrative work in India should be fully trained in those subjects which bulk most prominently in the administration of the country?—I do not say fully trained. I think a clever man with two years' special training will be worth more than ten years with a stupid man.

54,048. Would three years' training be an objection?—Yes, because they get slack. Our boys get slack if they have three years to work.

54,049. With regard to getting slack, could not that be avoided if the probationer had to go in for an Honours Degree, and if there was a further test half-way through the course?—Yes. I think two years' training is enough in the principles. With regard to Law, there was something said here about mere theoretical Law not being sufficient. I beg leave to point out to your Lordship that in Dublin we have the Four Courts; we have the great system of Courts—Chancery, Exchequer, Common Law always going on, and we send our students who are training for the Law to listen to Counsel's arguments and how the Judges decide cases. So they have that practical advantage in Dublin which they would not have elsewhere.

54,050. You think that a thorough training in Law and in an Oriental classical language, and a vernacular one, can be given within the compass of two years?—Yes, as far as they want them for going out there. Of course

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they would improve rapidly when they got there, in the spoken language especially.

54,051. Can you supply us with a return showing how many officers you have passed into the Indian Civil Service from Dublin?—From our Calendar it appears that up to the present year we have obtained 205 such appointments. Ever since I was an undergraduate men have been getting in with very high places. It was only by an accident that I did not go in for the Indian Civil Service. I had my choice, and I very nearly went in for the Indian Civil Service in 1862 or 1863, when we were getting very high places indeed—the highest places.

54,052. So that Dublin has been contributing its share up to date?—Most certainly.

54,053. Can you tell us what facilities you have for learning Law in the University?—We have a complete school of Law, a faculty of Law with four Professors and other teachers. There are capable men who give special training in Indian Law, and who give general training to the other people in the Law School.

54,054. What facilities have you for teaching classical, vernacular, and Oriental languages?—We have several Professors who do that. Professor Pope teaches a great many of them, and Professor White-King teaches them. We have a Professor of Sanskrit besides, Professor Collins. We have a full staff of teachers.

54,055. So that a student has the opportunity of learning Arabic, Persian, and Sanskrit?—Yes, and Hindustani, Hindi, Tamil, and Telugu.

54,056. So that you are fully equipped?—Yes, and if we got as much as is allowed to Oxford and Cambridge for that purpose we would make it even more perfect. Oxford and Cambridge have had for years an allowance from the India Office, and we get a small allowance, but not nearly enough.

54,057. Any increase in that direction would have to be by means of outside State assistance?—Yes.

54,058. What is the length of your University Honours Course in Law?—Three years, I think. It is done partly by the Benchers and partly by us. They have to eat dinners, and they have to go to lectures at the King's Inns, in addition to our teaching.

54,059. (*Sir Theodore Morison.*) Are there any Indian students at Trinity College, Dublin?—Very few.

54,060. There are some?—Yes. They are at Oxford and Cambridge, and they come over to pass examinations in Law particularly. We allow them standing, just as Oxford and Cambridge allow us standing, but we have very few.

54,061. How many Undergraduates are there at Trinity College, generally?—All told there are 1,300. They are not all Undergraduates. I believe we have 1,100 Undergraduates.

54,062. I see that in your written answers different ages are recommended. Mr. Pope says that the age should be between 20 and 22, and Mr. White-King says between 19 and 21. Which do you prefer?—I prefer the older age, certainly, even up to 23.

54,063. I understood that in answer to the Chairman you said the objection to choosing them at schoolboy age and then sending them to a special course was that they would not get a University education; is that so?—Certainly.

54,064. One of the things that was suggested to us and that we are following up was that the probationers should take a Degree Course only, and that the course of study should be upon subjects which would particularly well fit them for India, only that it should be as much as possible a liberal education?—That we could, I think, manage easily, that is to say, giving an Arts Course up to the last year. We give Honour Degrees in eight or nine subjects, and I think it would be quite easy to give an Honours Degree in Law and Indian languages. We could do that.

54,065. What we were contemplating is a sort of *literæ humaniores* school which would centre round India rather than round Latin and Greek; that is really the idea?—My private opinion is that, if you do not start with a proper knowledge of Latin and Greek, the rest is naught.

54,066. That is a doctrine which is losing popularity nowadays, is it not?—That does not prevent it from being thoroughly true.

54,067. Do you think we should be in a position to make a recommendation founded upon that doctrine; could you exclude the science and mathematical man?—The mathematical man is part of our education in Arts. Our Arts Course is not the sort of thing they have at Oxford and Cambridge. He has to pass in Logic, he has to pass in Mathematics; he has to pass in Ethics, besides two languages. Our Arts Course is very much wider; our subjects are much wider than theirs.

54,068. I was referring especially to what you said with regard to Latin and Greek. You do not mean that as a universal doctrine?—No. We allow a great many of them now to take up French and German.

54,069. And you think that as so much latitude has been allowed you can extend that to having an Arts Course which was particularly centred round Indian subjects?—Not until the last year. I should require general Art subjects from every student as we do now after his "Little Go."

54,070. At what period do the students take the "Little Go" in Dublin?—At the end of the second year—at the end of six terms. He need not keep more than four out of six. There are three terms in a year, and he must keep two out of the three. Then we have our "Little Go," and for that "Little Go" we do not specialise. The candidate has to answer

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in Mechanics, in Algebra, in Euclid, in Common Logic—a most important thing—in two languages, and in English composition.

54,071. Therefore you have one year left for specialised study?—Or one and a half years. Many of them stay four years. The Honours men all stay four years.

54,072. Could you constitute your Honours Course with Indian subjects within those two years?—Yes, we could.

54,073. Do you think the University would be prepared to give a Degree upon that and include it as one of your Honours Degrees?—I think so. We have not done it yet, but I think if you recommend it to us we would do it. I understand it would be Indian Law and Indian languages?

54,074. Law—we do not want to confine it to Indian Law—and Indian languages?—Classical languages or vernacular—but that is a matter of detail.

54,075. That is a matter on which I should like to have your opinion. Perhaps you would like to consult Mr. White-King?—I think my general answer is clear enough on those two subjects.

54,076. And then if possible, Indian History, Sociology, and Economics?—Yes.

54,077. You think that possibly Trinity College, Dublin, would be prepared upon a course like that to give an Honours Degree?—I think so.

54,078. But only on condition that they had passed the "Little Go" first?—That stands firm.

54,079. And it would be a two years' course after the "Little Go"?—Yes, this other would be.

54,080. Therefore if it were for probationers the period of probation would extend over four years?—Yes.

54,081. You cannot make it any less?—It could be done in  $3\frac{1}{2}$  years. They can enter at the end of the first year.

54,082. I do not quite understand what you mean by saying they can enter at the end of the first year?—As I have already said, there are three terms every year. If they wanted to put in those three terms as junior freshmen, they would enter before October, but they can go up late in the year. They can go up when the year has half elapsed and take the examination and get standing, and go up into the second class.

54,083. In other words you excuse them so much attendance?—Yes.

54,084. If they can pass the examinations you do not insist on their attendance?—No.

54,085. And you say that means  $3\frac{1}{2}$  years?—Yes.

54,086. Only it would necessarily mean they would have to enter in the middle of an academic year?—Yes.

54,087. They would come up in January?—No, the middle of the academic year would be in June.

54,088. Your academic year ends in June?—Yes.

54,089. Up to what time can they join?—Up to the 20th June. They can pass the examination then, and then they will get their standing as if they had entered the previous October.

54,090. They can come up we will say on the 1st June and pass an examination on the 25th June, and that counts as if they had accomplished one year?—Not quite, because they must put in an extra term in the following year. They must put in four terms for the "Little Go"—two and two, or one and three.

54,091. So that if they go up after Easter they can do it?—Yes, then they can go up for two examinations in the first year, and two in the second.

54,092. It means three years, and one term; that is what it comes to?—You must put in four terms for the "Little Go."

54,093. (Mr. Sly.) Can you tell us what is the ordinary school-leaving age in Irish schools?—It is rather late, because the Irish parents send their boys to school too late. That is one of the vices of Irish parents. It is later than it need be.

54,094. What age would you say was the normal school-leaving age in Ireland?—Eighteen, I suppose.

54,095. Can you tell us whether the standard of education given in the Irish schools is comparable with that at the English Public Schools?—In some respects it is; in others it is not. In Mathematics it is much better than the English Public Schools; in Classics it is not so good.

54,096. Would the boys from the Irish schools have an equal chance with the boys from the English schools in an open competitive examination at that age?—We find that is so in our own case. We have a great many from the English Public Schools, and a great many from the Irish Public Schools. I except Latin prose where the English boy has an advantage.

54,097. Is the Dublin University Scholarship Examination comparable with that of the English Universities—Oxford and Cambridge?—I suppose so. There are certain differences. We require a special knowledge of a number of books, and we put stress on *vivâ voce* in classics.

54,098. Would it be easy to frame a competitive examination upon scholarship lines which would do equal justice to the Irish and the English school boy?—Certainly. We do very well at the present open competitive examinations with the number we send up from all parts of Ireland.

54,099. With regard to the successes Dublin University has achieved in the Indian Civil Service Examination, can you tell us whether the successful students went up for the examination direct from Dublin University, or whether the Dublin University course was

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[continued.]

supplemented by a period at a special institution, at a crammer's?—The great majority went straight up, especially the older ones, when I think the age limit was higher, I mean people like my class-fellows, Sir Dennis FitzPatrick and people like that; they went straight up.

54,100. And the modern men of the present day?—They used to go a few years ago to the crammer, but now we have organised a training for the Indian Examination, and very few go to the crammer. They go straight up from us.

54,101. Can you tell us how many, if any, probationers are studying at Dublin University for their one year probation under the present system?—At present we have six who have passed the competitive examination who are learning languages, and that sort of thing.

54,102. After they have passed the competitive examination there is a one year's period of training which can be passed at an approved University, of which Dublin is among the number?—Yes, we have six of them at the present moment.

54,103. (*Mr. Fisher.*) I am in somewhat of a difficulty in coming to a conclusion with regard to the educational evidence that has been submitted to us in respect to the consequences that would ensue upon lowering the age. We are told from Scotland that if the age of the competitive examination be lowered to 19 no Scotch candidate will get in; we are told from the English Public Schools that no English Public School boy would get in; we are told from the County Council Schools that no county scholar would get in; we are told from Ireland that no Irishman would get in, and we are told from India that no Indian would get in. It seems to me that somebody will have to get in, and I want particularly to know whether you think it will really be very unfavourable to Ireland?—Yes, for the special reason already mentioned, that the boys go to school too late in Ireland, and that they are not decently educated in Arts until they come to us.

54,104. But they are in Mathematics, are they not?—Yes, they are taught well enough in Mathematics.

54,105. And English?—No, indifferently.

54,106. Do they learn any French or German at their schools?—Very badly.

54,107. Any Science?—Yes, I think badly—too many subjects.

54,108. Is there any reason to suppose that there will be a considerable improvement in Irish education in the future?—Speaking as one of the Commissioners of Secondary Education I can say that we are always striving to improve the Intermediate education, and we meet with the resistance of special schools—schools under monks, schools under nuns, and other Ecclesiastical schools—which makes it enormously difficult. I do not say that we will be able to improve it, but we are always trying.

54,109. Your view, therefore, is that the first opportunity an Irish boy has of really good education in Classics is when he comes up to the University?—Yes.

54,110. And he generally comes up to the University at what age?—They compete for scholarships at entrance under 19— $17\frac{1}{2}$ , 18, and the beginning of 19.

54,111. Would the very clever boys go to you at  $17\frac{1}{2}$ ?—Yes, or earlier, at  $16\frac{1}{2}$ .

54,112. Supposing that the examination were from  $18\frac{1}{2}$  to  $19\frac{1}{2}$ , the cleverest Irish boys would already have had a certain amount of University education?—Not much; not enough.

54,113. Would you not agree that a clever boy who has had one year at a University competing against a clever boy who has not had a year at the University at all is at a great advantage?—He is, but I am not thinking so much of competition as of educating the boy.

54,113A. I am taking the case of a clever Irish boy who, let us say, has been somewhat inadequately educated in Classics at school, and who has had a year, or a year and a half, at Trinity College. Taking the case of such a boy pitted against a good Eton or Harrow boy who has not been at the University at all, and who goes into the examination straight from school, would there not really be an equality of chance between them?—I think so.

54,114. (*Mr. Madge.*) In Mr. Pope's answers the statement is made, "I am strongly of opinion that 20–22 should be the limit" of age for admission. Is this opinion given because some lowering of the present age is thought desirable, or because a lower age having been suggested you want to give a lower age by one year than the present?—That opinion was expressed without considering any of the proposals as to lowering the age. That age was considered by Mr. Pope to be the fittest age for a boy to get into the Indian Civil Service with some good education.

54,115. Supposing that the alternatives were limited to the lower age proposed and the existing age, would your preference be for the former or the latter?—What do you mean by the former? Which are the two you are referring to?

54,116. Leaving aside your intermediate age, suppose the Commission were limited to choosing between the lower age proposed and the existing age, which would you prefer?—We should prefer the higher, decidedly.

54,117. You say, "If the present candidates come out insufficiently trained in special work, then the natural conclusion would be that they still come out too soon." That is a conditioned statement. Do you yourself think that they are insufficiently trained and should be kept still later there now, or are you just answering a condition put to you?—I was only answering a condition put to me.

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Rev. J. P. MAHAFFY.

[continued.]

54,118. You strongly object in paragraph (3) to the creation of a special institution, and say that the experience of such a college—Coopers Hill, in the case of engineering for India—turned out a disastrous failure. It has been thought in some quarters that Coopers Hill was closed mainly on financial grounds. There are others who think differently, and I agree with them. What is your opinion? Was it a disastrous failure simply from the financial point of view or from the general educative point of view?—The general education point of view. Our best engineering students were excluded practically from the Indian appointments; there was a preference given to the Coopers Hill men. We had not really open competition.

54,119. That is an objection from a college point of view. Do you think your best students are every whit as good as or even better than the Coopers Hill men?—I think a great deal better.

54,120. (*Mr. Abdur Rahim.*) Is there any limitation to the number of Indian students admitted to Trinity College?—No, there is no limitation. They are obliged to answer in our languages. They constantly apply to me to be allowed to answer at their entrance in Hindustani or Sanskrit as a language. We only take the four languages of Europe—Latin, Greek, French, and German.

54,121. And English?—And English composition besides. But that does not count as a language. That is our native language.

54,122. Besides the English you require two languages?—Yes, and of them Latin necessarily.

54,123. But apart from that there is no limitation to the Indian student?—None.

54,124. As regards your legal system in Ireland, I am not quite familiar with that to the same extent as I am with the English system. I suppose you appoint your judges from practising lawyers?—Yes, and I am sorry to say very often from politicians.

54,125. (*Sir Murray Hammick.*) I should like to ask you whether in your opinion the man who specially prepares by the aid of what is commonly called a crammer would not have a much better chance if you lowered your age to 18–19 than he would under the present condition, or even 22?—Certainly. It would be playing into his hands.

54,126. Can you say whether in the last 10 years, when the age of the candidates has been much increased—it has been brought up to 23—your University in Dublin has passed as many candidates as it did in the old days of 30 years ago when the age was 21?—I think so. I think we do better with the higher age.

54,127. I remember when I passed I think there were five Trinity College, Dublin, men who took very high places. I wondered whether the numbers were as great now as in

those days?—At the very beginning we sent up a great number of good men, but then the age limit was high. The age was lowered to 21, and that did us great harm, but now we are better again.

54,128. Looking at your Irish students in Dublin, do not you think that if a man got an appointment in the Indian Civil Service and was then put through an Honours Course his work would be likely to be very much less efficient than if he studied for his Honours Course, with the Indian examination after it. I mean that the man who has already got his appointment in India is likely to be quite satisfied with that and to scrape through his Honours Course with the least effort he can give to it?—That is so.

54,129. You think that would be so?—Yes.

54,130. And therefore the Honours Course after an examination for the Indian Civil Service would not be really half such an efficient educational training as it is now?—That is so.

54,131. (*Chairman.*) Why do you say it would be a premium on cramming?—A young boy is better than anybody else at memory. The younger you get them the more you find that. The crammer does the thing by working his memory only and not by imparting essential principles. Therefore if you lower the age you increase the chance of a man who works on the memory only.

54,132. Do boys have to cram for the University scholarships?—No, I do not say they do. It is a very wide examination.

54,133. But if you had an examination framed on those lines why should there be more cramming in one than in the other?—My experience with the intermediate is very strong on that. There is a tremendous amount of cramming done to young children, young boys.

54,134. Would it not be conceivable to protect the boy against cramming by imposing certain conditions, such as residence at a school, prior to the examination?—I do not think we have succeeded in putting a stop on that. It is very hard to succeed in that—very hard.

54,135. But if he had to be at a school he could not get the cramming, could he?—No; but if you had him at a young age at a great many of the lower schools, he would be as much crammed there as he would at the crammer's.

54,136. He would be crammed at the Irish school as much as at the crammer's?—Yes, terribly.

54,137. That is what is taking place now when he comes up for the University scholarship, is it not?—Yes, certainly, to an extent that is so.

54,138. It is inevitable?—We have to liberate him when he comes to us.

(The witness withdrew.)

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Professor J. M. IRVINE.

[continued.]

J. M. IRVINE, Esq., K.C., Professor of Law, University of Aberdeen.

*Written answers relating to the Indian Civil Service.*

54,139. What is the opinion held by the authorities of Aberdeen University with regard to a view, which was given in evidence in India, that Indian Civilians now come out to India too old, and with an insufficient knowledge of law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities, or at a special institution established for that purpose?—The North-east of Scotland has in the past produced, in proportion to its population, an exceptionally large number of Indian Civil Servants of distinction. Any regulations that excluded such candidates as this district and this University have sent forward from time to time would not be in the interest of the Indian Civil Service.

In former years when the age of entrance for the Indian Civil Service Examination was 19 or 19½ years, a larger number of students of this University entered that Service than has been the case since the age was raised to 23 or 24 years. But at that time the general age for entering the University was from 16 to 17 years; and many clever boys, such as are now in question, entered the University at an even lower age. Under these conditions it was therefore practicable and usual for a prospective candidate for the Indian Civil Service Examination to study at the University for two or more years in preparation for that examination, while, at the same time, if he failed to gain admission, his subsequent career at the University and elsewhere was unaffected. It is obviously a greater risk for a young man of limited means to postpone everything else to the chance of success in a competitive examination at the age of 23 than at an earlier age.

In the interval, however, that has elapsed since the age of entrance to the Indian Civil Service was raised, a great change has been effected in the organisation of the curricula in the secondary schools in Scotland, and in the relation between these schools and the Scottish Universities. The average age of entrance to the Universities is now as high as 19 years. In consequence, such a lowering of the age of entrance for the Indian Civil Service Examination as is now proposed would have the effect of throwing the preparation for that examination entirely on the schools. But Scottish schools depend, to a very much larger extent than English public schools, on Government grants rather than on either endowments or fees, and the school curricula in Scotland accordingly are arranged with a view to fulfilling certain conditions for the earning of such grants. In the unanimous opinion of the

Members of the Committee of Senatus, to whom this matter was remitted for consideration, it would be very difficult to arrange in Scottish schools, as at present financed and staffed, for such training in the various departments of study prescribed for the Indian Civil Service Examination as would give candidates any reasonable prospect of success in that examination. Such a training could probably be undertaken by the wealthier and freer English public schools; but a lowering of the age limit for the competitive entrance examination to the extent proposed (18-20) would inevitably have the effect of excluding all candidates who pass through the ordinary school curriculum prescribed in the secondary schools in this part of Scotland.

We venture to suggest that some means should be sought between the two extremes which have hitherto been adopted in the matter of the age limit, each of which extremes has admittedly been attended with serious disadvantages. Such a *via media* might be found, and the disadvantages attendant alike on the higher and on the lower age limits as hitherto fixed might be lessened by fixing the limit of age for the Open Competitive Examination at from 20 to 22 years.

54,140 In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service Examination being adopted, is it probable that your University would be willing to devise an Honours Course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include (i) Law; (ii) the elements of one classical and one vernacular language; and (iii) Indian History, Sociology, and Economics. What provision is at present afforded in your University for teaching these subjects, and is there any system of tuition and supervision designed for Indian Civil Service probationers?—We think that, along with a change in the age-limits to 20 to 22 years, there should be a rearranging of the subjects of the Open Competitive Examination, and of the marks assigned to the several subjects of examination, so as to lay greater relative stress in that examination on a knowledge of, and a capacity for understanding, such subjects as the History of Institutions, Economic and Legal History, General Jurisprudence, Roman Law and other departments of study (including possibly an Oriental language), which tend to equip candidates for the special work of the Civil Service in India. Under an age limit of 20-22 years, the Open Competitive Examination would come some years after the candidate's school education had ended, but before he had completed his University course. This would preserve that combination of school and University training which has produced the best results in Scotland, and would render preparation for the Civil Service

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Competitive Examination least disturbing to an unsuccessful candidate's subsequent career. A modification and adaptation of the subjects of the Entrance Examination on the lines suggested would obviate some of the disadvantages of the arrangement suggested in the question. A candidate would begin betimes to prepare himself for what—if he is successful—is to be his special work. Such a modification in the lines of the Open Competitive Examination would also be valuable in aiding the selection of candidates who have proved themselves to possess, in some measure, the faculty of understanding and sympathising with alien institutions and civilizations, and diverse social and economic conditions. Such studies, too, can be readily and amply justified on general educational grounds. In the Scottish Universities such subjects as Economics, Roman Law, Jurisprudence and Constitu-

tional Law form part of the curriculum both for a Degree in Arts (M.A.) and for a Degree in Law (LL.B.). This arrangement has been found to work admirably, and enables men who are preparing for the legal profession or for administrative work to take a Degree both in Arts and in Law without an undue expenditure of time.

Some encouragement of the study of Oriental languages in the Scottish Universities is much to be desired; and if an Oriental language (or languages) was made a subject of examination in the Open Competition for the Indian Civil Service, it would be an inducement to our Universities to make adequate provision for the study of these languages by founding Lectureships, &c., which would also be available for the training of successful candidates in their year, or years, of probation.

Professor J. M. IRVINE, K.C., called and examined.

54,141. (*Chairman.*) You have come here to speak on behalf of the University of Aberdeen?—Yes.

54,142. May I take it that you agree with the views that Dr. John Harrower has expressed in his written answers?—Not entirely. We sent in separate replies.

54,143. But you will be prepared to answer questions put on the two, because they do not correspond?—Yes.

54,144. Taking your own replies, you have considerable sympathy, I gather, for the lower age if it were not that the conditions have altered in your Universities?—As is pointed out in my answers, when the age was as formerly, 19 or 19½, the Aberdeen candidates did very well, but it is also pointed out that since that time the whole of the conditions of secondary education in Scotland have altered, and we are of opinion that now, under existing conditions, the lowering of the age to 19 would practically exclude Scotch candidates.

54,145. By that you mean that the training in the Scotch schools would not be adequate for the kind of examination necessary?—No, not as things are. I may explain that when the age for the open competitive examination for the Indian Civil Service was 19, that is about the eighties, the Scotch system of secondary education was entirely unorganised; in fact, the Universities in Scotland then did the work now done by the secondary schools. Clever boys came up to the Universities in Scotland in those years when they were about 15 or 16 years of age. The result was that they had three years in the University before going up for the open competitive examination, and they did exceedingly well. That has now been entirely altered under the regulations of the Scotch Education Department and under the system of the "intermediate" and "leaving" certificates, which is now a national system of examination in secondary education in Scotland. That

is a fact of very great importance from the point of view of our Scotch students.

54,146. What is the youngest age that students can go to your University?—There is no legal minimum, but under this system more than four-fifths of Scotch students (I am leaving out of account at the moment English students and students from abroad) certainly four-fifths of the students who come from Scotland to the Scotch Universities undergo the course of instruction in the secondary schools prescribed by the Scotch Education Department, and that makes the youngest possible age about 17½.

54,147. You say the average age now is as high as 19?—Yes, the average is very nearly 19, but I am taking the clever boy, who is the kind of boy that is in question for the Indian Civil Service Examination. He may conceivably do it under 18.

54,148. Does that mean that he stays at the secondary school until 18½?—Seventeen and a half. Under the regulations for the issue of intermediate and leaving certificates, that is under this national system of examination introduced by the Scotch Education Department, to put it shortly you have to pass what is called the Qualifying Examination, the minimum age for that Qualifying Examination being 12. Then you have got to take a minimum of three years of what is called the Intermediate Curriculum, after which the boy goes up for what is called the Intermediate Certificate. That makes the absolute minimum of age for the Intermediate Certificate 15. Then, following on that, comes what is called the Post Intermediate Course, that is the course for the leaving certificate. The absolute minimum required by the regulations for that course is two years, so that that makes the absolute minimum of age for the leaving certificate 17. That is the absolute minimum. By saying 17½ I am giving a margin of six months.

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54,149. Can you tell us to what extent the subjects for that certificate follow upon the subjects of an English public school?—I have got here the subjects for the leaving certificate. They are very much on the lines of ordinary general education. I am glad to say that the Department now allow considerable latitude of choice.

54,150. Were they framed with a view of coming into line as near as possible with the other public schools?—I take it they were framed on the lines of affording a good general education. The subjects are English, Latin, Greek, French, German, Italian, Spanish, Mathematics, History, and so on, and there is a considerable area of choice among these subjects. Further, the Department have power to consider special departures from the normal course by way of giving greater elasticity.

54,151. That being the case, and saying as you do that the subjects to a great extent coincide with the Public School subjects, why do you say that an examination framed upon that training would exclude the Scotch boys at the age of 17 to 19?—I should say that the great mass of our Scotch schools are comparatively poorly provided financially as compared with the rich English Public Schools; and as at present staffed and financed our normal Scotch Secondary School could not give the kind of special training which the wealthier Public Schools of England could give.

54,152. The subjects being the same but the standard of training not being so good?—I do not wish to be misunderstood. I think the general level of training is probably as good in our Scotch Secondary Schools as in the English Public Schools; but I am having in view the suggestion about reducing the age of the open competitive examination, and one sees that in English Public Schools with their larger staff they might specialise in the training of the boy for the open competitive examination to a degree which we could not do in Scotland. If I may say so, it does seem to me that to throw a boy loose from the normal curriculum of the Secondary School is rather unfortunate.

54,153. But cannot you conceive an examination being framed that need not necessarily throw him out of that curriculum. If you say the subjects very much coincide with the subjects of the English Public Schools, you could get an examination common to both. Could not an examination be framed as a test of that normal training?—I can conceive that as possible, but, as a practical matter, all boys going up with any chance of success for the open competitive examination for the Indian Civil Service would require to be specially trained for that examination.

54,154. The same remark applies to boys going up from different schools. It is simply a question, is it not, of the degree of training

in the respective schools?—I think a boy going up from any school would require to a very considerable degree special training for that examination.

54,155. But I suppose no greater degree of special training than the boy who goes up for a University scholarship, would he? Why should it be more?—As a matter of fact, boys going up for our University scholarships, or, as we call them, Bursaries, go through this leaving-certificate course—practically all of them—so that there is not much in the way of special training for these Bursaries. I should say that in this leaving-certificate course the Department, very wisely, I think, lay stress on the authenticated record of the boy's education—his record in the schools as furnished by the headmaster. It prevents cramming to a certain extent. It was designed to prevent cramming.

54,156. Could not that be extended to an examination such as that we have been speaking of?—It could, I think, and if so it would to some extent diminish the objection I have suggested. I understand your Lordship's suggestion is that the record of the boy at school be considered in determining his qualifications for the Indian Civil Service.

54,157. I was not so much going into the details of what makes up that examination as trying to elicit from you that the examination is carried through by the boys without any undue amount of cramming. If you could approximate to that examination for the Indian Civil Service would you not be able to avoid any undue or unreasonable amount of cramming or specialisation on the part of the boy?—If the examiners for the Indian Civil Service took into consideration as an important element the curriculum of the boy at school and how he had done his work at school, to that extent the importance of cramming would be diminished.

54,158. We have had a considerable amount of evidence to the effect that the civilian gets out to India too late, and although he goes out late he is not properly trained in the particular subjects necessary for Indian administration?—I fully appreciate the difficulty.

54,159. We are faced with the problem of what the age is to be for recruitment. It is now 22 to 24. Witnesses have come before us from certain Universities and suggested 20 to 22. But, as you know, if that was carried out, it would cut across the Degree Course of the older Universities. Therefore we want to hear from you what objections there are of a practical character to the school-leaving age, and whether it is as feasible and practical as the other alternative?—The suggestion I have come here to support, as stated in the written answers, is the suggestion of from 20 to 22, say 21, as the age for the open competitive examination. That from our Scotch point of view has very many advantages. In the first place it allows the boy to go through

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the ordinary curriculum of the Public School which I have described; then it gives him at least two, if not three, years at the University, which would practically enable him in most cases to take his Degree in Arts in the University. Further, it seems to me you have this very important advantage, that failure to succeed in the open competitive examination would not result in such prejudice to the young man's later career as now when the age is 23 to 24. It is a much more serious thing for a man to stake everything on the result of a competitive examination at 23 than at 21.

54,160. Have you a return showing how many young men have got into the Indian Civil Service from Aberdeen?—I have got the figures. As I have said already, the numbers were larger in former years when the age was low.

54,161. You mean at the younger age in the old days?—Yes. For instance, in 1883 as many as six of our students actually got in.

54,162. What number have you been passing in the last five years?—I think about two annually or thereabouts.

54,163. What facilities do you give in your University for the probationary period—for the teaching of Law and the teaching of languages?—We have got a full curriculum in Law in the University. That is the curriculum required for the Scotch Degree of Bachelor of Laws. We have at present in the University of Aberdeen no teaching of Indian vernacular languages or even of Sanskrit or Persian.

54,164. You are not equipped for that at all?—Not at present.

54,165. Have you had any probationers with you after they have passed their examination; do they ever come to Aberdeen?—Practically not. Some have come back to complete their degree, to take their degree, but only to that extent.

54,166. Do you have many Indians in the University of Aberdeen?—Very few. We have got a good many Chinese in our Law Faculty at present. They are sent by the Chinese Embassy.

54,167. But you do not have many Indians?—We do not.

54,168. (*Sir Murray Hammick.*) I should just like to ask one or two questions as to the Bursary Examinations, as to whether it would be possible to avoid the crammer for the Indian Civil Service open examination in the same way as it is possible for the University authorities to take precautions against cramming for these Bursary scholarships. I suppose in the Bursary scholarships the valuation of the papers is not numerical—I mean the students do not get so many marks for each question?—The paper is judged as a whole.

54,169. In the Indian Civil Service Examination each question is valued at such and such a figure, and the total is made up at the bottom of the paper. I understand that in

important Bursary Examinations a boy might do exceedingly well in some one paper showing that he had a real genius in that subject, but he might do exceedingly badly in others, and yet I understand you would give him a scholarship?—Yes, in very special circumstances it might be done.

54,170. Although in a public competitive examination you would be compelled by the rules to value his bad papers against his good one, and probably the good one would not be sufficient to counterbalance the bad ones?—Yes. Of course, in the Bursary competition not only is each paper taken as a whole, but all the papers are regarded together, and if a boy did particularly badly in one subject it might prevent him getting the Bursary.

54,171. The examiners in the Bursary examination if they saw a boy with distinct promise might say, "This boy has not received the amount of education which he should have received, but he is exceedingly likely to do us great honour if we admit him into the University, and we will do so on the ground that he has shown in one of his papers distinct signs of great genius." Bursary examiners could do that?—In Aberdeen that would be competent and properly done. It could be reported on and dealt with as an exceptional case.

54,172. By that means, of course, you get rid of the cramming. The boy who has been crammed and gives a fair average proficiency in every paper might not get the scholarship against a boy who had gone through a Scottish school, and although he showed a lower efficient standard of education right through, showed very distinctive ability in two or three subjects?—Yes. The last case you put is quite an exceptional one, and it would be met by the University in a somewhat exceptional way—the case of the boy being specially distinguished in certain departments and specially undistinguished in others.

54,173. You think that it would be possible perhaps to introduce this element of the record of the school training into a competition of this kind. Do you think from what you know that, so far as Scotland goes, you would be able to do that now?—Yes, that is now done in Scotland in the system of examination of the Scotch Education Department—the Leaving Certificate system of education. There is an authenticated record of the boy's career. The Regulation says: "To assist the Department in coming to a decision the Headmaster will be asked to record his deliberate judgment on the merits of each pupil's work as a whole, that judgment to be based on a careful collation of the opinions of the various teachers." That is part of the Department's Regulations.

54,174. Do you give a certain number of marks for that?—I cannot say with knowledge precisely how it is brought in, but I know they do regard that as a very important element in determining whether a boy

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succeeds in obtaining the certificate or fails in obtaining the certificate. I do not know whether it is done by means of marks or otherwise.

54,175. I suppose you get a good many boys coming to your University from Ireland, from the North of Ireland particularly?—We get a certain number.

54,176. Those Irish boys have not got this school training record to go upon?—No. They enter the University by what is called the Preliminary Examination. It is a purely University Examination.

54,177. There is no system of record like this at present in Ireland brought up to the level of the Scotch system?—Not so far as I know. It is quite a new thing in Scotland. We owe it to Sir John Struthers.

54,178. (*Mr. Madge.*) In three places in the joint answers sent up from your University the fact is emphasised that any lowering of the age would practically leave Scotch schools out in the cold. The impression might be taken from this accordingly that you were thinking more of the effect on Scotch institutions than viewing the matter on general public grounds. I would like your opinion on general public grounds whether, if the choice of the Commission were limited to the lowering of the age proposed or the present age, which you would decidedly prefer?—If I were put on my choice between the two I think I should say I would prefer the present age, but I regard the present age, as I have said, as too high. It does not allow enough time for special training for the work of the Indian Civil Service.

54,179. You have given us your preference for the intermediate age. Supposing they were limited to those two, your choice would be for the higher?—I think on the whole it would, though I do not support the higher.

54,180. But if, as you have told us to-day, when the age was lower you got more successful candidates than you do from the higher, there seems to be some little inconsistency between the two?—There is an apparent inconsistency, but I have already given an explanation of it in reply to the Chairman, namely, that in the eighties there was no system of secondary schools in Scotland to speak of, and that consequently at that time the Universities of Scotland did the work of the secondary schools. The boys came up to the University at 15, and they had a full Arts curriculum in the University before they were 19. I have got the list here of the successful candidates from Aberdeen at that time, and quite a number of them are Masters of Arts, which shows they had completed their Arts Course by 19. Now, as I have explained, that is entirely altered. We have a fully organised system of secondary education in Scotland, and the Universities no longer do the work of the secondary schools. The entrance age to the Universities of Scotland is now not less

than 18. It is that change which has made such an essential difference in this matter.

54,181. Then in the third place you have referred to the comparative inferiority, or at least inferior position, of Scottish schools in comparison with English schools because of their not being so well placed financially. But that inferiority would depend entirely upon any English public schools preparing to give the special training needed, otherwise how do matters stand at present?—It would depend on what you have suggested.

54,182. Entirely?—Mainly, I think.

54,183. Not entirely? Is there any other ground that could be taken into account?—It might be that the wealthier school could get a better and more highly-trained teacher. That would prevent my saying entirely.

54,184. That is financial, because as long as you pay for the man you can get him from anywhere?—I agree, but if you pay a man better you probably get a better man.

54,185. (*Mr. Fisher.*) At what age does a clever boy go up to the Aberdeen University generally?—Not less than 18.

54,186. Having taken his school-leaving certificate at about 17½?—Yes.

54,187. If it were competent for a boy to pass through the Indian Civil Service by 19½ he would have had a year of University training?—Yes, he would have had about a year.

54,188. Added to the training that he has already received at school?—You are taking the age at 19½—yes.

54,189. I gather that your general objection to the lowering of the age to 18½—19½ is grounded upon two arguments; first of all that the normal Scottish secondary school is inferior to the English public school in equipment and in resources; and, secondly, that it is somewhat restricted by the obligations of the Scottish school-leaving certificate; those are the two chief objections?—Yes.

54,190. Is it really fair to compare the normal Scottish secondary school with the English public school? Surely the schools which would compare with the English public schools are schools like Fettes, Loretto, and the Edinburgh Academy, all of which are obviously equal in point of intellectual power and equipment to the best English public schools; is not that so?—I agree that the schools you have mentioned, Fettes, Loretto, and Edinburgh Academy, are very much in the same position as the best English public schools.

54,191. Therefore the students from those schools which correspond with the English public schools would be really on an equality with the English public schools?—Yes. What I have said would not apply to those schools, though, as a matter of fact, in Scotland the Leaving Certificate has now got such a recognised position as a test and guarantee of fitness and education that I understand that even Fettes and Edinburgh Academy more

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or less adapt their curriculum to that of the Leaving Certificate. The Leaving Certificate is now the recognised entrance to the University and the professions.

54,192. But so far as the argument for educational inefficiency or educational drawback goes, the normal Scottish secondary school is in no worse a case than the normal English secondary school. Your normal Scottish secondary school is no worse off than, let us say, a school like St. Olave's?—It happens that in Scotland we have only got practically these three or perhaps one or two others—but not more than five schools of the class of the ordinary English public school. There is no such school in the North of Scotland or the North East of Scotland.

54,193. But the proportion of public schools in Scotland to schools which are not of that type is surely not less than the proportion of public schools in England—the proportion of schools under the Public Schools Act in England and the schools which are not under the Public Schools Act which are inspected by the Board?—I rather think it is. There are only Fettes, Loretto, and Edinburgh Academy and perhaps Merchiston to some extent, but they are very few in number, and they do not exist in the North of Scotland or the North East of Scotland.

54,194. On the other hand you have to remember that the number of County Council schools and secondary schools in England is very great?—In Scotland we have got a very large class of schools, partially endowed schools—that is schools which depend partially on endowments and partially on Government grants. That is a very common kind of school in Scotland. At these schools the curriculum of the Leaving Certificate applies just as absolutely and entirely in practice as to the ordinary school.

54,195. I was going to deal with the question of Leaving Certificates in a moment. I am simply putting the question of the educational efficiency of your schools, and the point I wish to get at is this. I submit to you that your public schools in Scotland, such as Fettes, Loretto, and Edinburgh Academy, are as educationally efficient as our public schools in England?—Yes, these schools are practically equivalent, I think, to the English public schools.

54,196. And there is no reason to suppose that your schools of a lower grade are less efficient than analogous schools in England?—No. My point is that these highly efficient schools, like Fettes, Loretto, and Edinburgh Academy, are relatively very much fewer in Scotland than in England.

54,197. I have not the figures before me, but I think one would have to have the figures to say that?—I am speaking just from my impression with regard to the matter. They represent a very small section really of Scotch boys who can afford to go to those schools. They are very expensive schools, all of them.

54,198. So are the English?—Yes.

54,199. (*Chairman.*) If I may intervene for a moment, can you tell us, as regards the boys that have passed into the Indian Civil Service from Aberdeen, whether they have come from the secondary schools or the public schools?—I should not like to speak confidently about that at the moment.

54,200. (*Mr. Fisher.*) Now let me come to another point. You have experience of examining for Bursaries at Aberdeen University to some extent?—Not for Arts. I am Professor of Law at Aberdeen—the Dean of the Faculty of Law.

54,201. You admit, do you not, that a boy after a year at the University makes very great strides intellectually?—He does.

54,202. He is brought into contact with a great deal of thought, of active speculation, which is quite foreign to his school life, and in such a subject as an English essay he gains enormously after a year at a University?—Yes, I think especially in such a subject as an English essay, a year at the University would make a great difference.

54,203. Assuming that your clever boys come from these schools—which let us admit are inferior in their equipment to the English schools—to the Scottish Universities and have a year's training, surely they would be fully on a level with the English public school boys who have not had the advantage of a year's training at a University?—I do not really think that a single year at a University would be of very much advantage from the point of view of the open competitive examination. It might help in the English essay.

54,204. I submit that is a consideration which has to be taken into account; you admit that?—I quite appreciate that. As I have ventured to suggest, two or three years at the University would be of so much greater advantage from every point of view.

54,205. I would rather like to know whether these subjects which were prescribed for the competitive examination when it was held at the school-leaving age would represent the subjects represented in the School Leaving Examination in Scotland: English Composition, English Literature and History; Language, Literature, and History of Greece; Language, Literature, and History of Rome, of France, of Germany; Mathematics pure and mixed; Natural Science, that is chemistry, electricity, and magnetism; Natural History, Geology, and Mineralogy?—All the subjects you have mentioned except the last are included in the Leaving Certificate.

54,206. Is there any Natural Science?—No. There is only "Experimental Science," which, I suppose, probably means chemistry and physical science.

54,207. Moral Science?—No Moral Science.

54,208. So that, as a matter of fact, I presume your School Leaving Certificate Examination represents the subjects which are taught in all secondary schools in Great Britain?—Roughly, more or less, that is so.

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54,209. Is there any mark of distinction granted in your School Leaving Certificate? Is it possible for a boy to pass with distinction?—No. There are two grades of pass, the higher and lower. The boy does not take all these subjects, he only takes a certain selection of them. Three of the subjects must be studied on what is called the higher grade level, one of these being English, and then a certain number of the others may be passed on the lower grade level. Those are the regulations.

54,210. One more question. Can you tell me whether the result of the school record is apt to agree or apt to disagree with the result of the competitive examination?—I take it as a general rule it more or less agrees. There are exceptional cases where it does not.

54,211. I have heard that the cases in which it disagrees are so very rare that it is hardly worth the trouble to take it. Is that your general experience?—I think the cases are exceptional, but I should not like to say they are very rare. I understand it is rather more or less when a boy is on the margin between success and failure that the examiners lay great stress on the school record.

54,212. How long has the system been in operation?—The Leaving Certificate system?

54,213. The Leaving Certificate system coupled with the school record?—I should not like to answer that definitely. Of course the Leaving Certificate system is itself, as I have explained, comparatively new, but it has been exceedingly successful. It has been found to be very efficient and the numbers that are taking it are increasing year by year. I have the figures here; there are now up to about 2,000 who take the Leaving Certificate every year. It has become a recognised avenue not only for entrance into the Universities, but to all the professions—for example, the profession of Law Agent—as a guarantee of the general education of the candidates.

54,214. Supposing the Commission were to recommend that the possession of the Scottish Leaving Certificate was to count for a certain number of marks in the examination, would that at all modify your opposition to the reduction of the age, or modify the opposition in Scotland?—I think that would be an element towards modifying the objection in Scotland to the reduction of the age, not a very important element, but still an element.

54,215. You think Scotland would still object?—Yes, I think in Scotland we should very greatly prefer to have an age like 21.

54,216. Not so much, I take it, because you think you will get more Scottish candidates in, as because you wish your Scottish candidates to get the advantage of a Scottish University education before they get in, that is your chief ground?—I should put it on the ground that has to be considered by this Commission—the efficiency of the public service. It is more for the advantage of the public service that the age should be 21.

54,217. Why?—In that way (of course I am speaking of Scottish candidates) you have a boy going through the regular school curriculum. Then he has two or three years at the University, which practically means he would take his Degree in Arts. You can protect and provide against cramming much more effectually at the age of 21 than you can at 19. You will see that in my written answer with regard to Law and the special work to be done by Indian Civilians I quite appreciate the necessity of greater training in Law, but I think if the age were raised to 21 you could examine the candidates in the open competitive examination in certain subjects which might be called preliminary to a lawyer's work.

54,218. How far is that last argument an argument to which Scottish academic opinion in general would attach weight?—I think among Scotch lawyers and among men who have got knowledge of our system of legal education in Scotland it would carry very great weight.

54,219. You appreciate that there is a difficulty in introducing into your competitive examination into the Service a subject of so technical a character as Law?—I entirely appreciate that you could not introduce into the open competitive examination any technical law. On the other hand it would seem to me to be of the very greatest possible advantage to the Public Services of India if you introduce into that examination (as indeed has already been done to some extent) certain departments of knowledge which would more or less tend to equip a man for his work in India—I mean the history of institutions, economic history, the general principles of jurisprudence, a subject like Roman Law. To some extent these are at present subjects in the open competitive examination. These are not only general educational subjects of great value, but they are of essential importance in preparing for a legal or administrative career in India, or, indeed, elsewhere.

54,220. So essential that you would make them a necessary part of the examination, or would you make them optional?—I should not like to go so far as to say that I should make them compulsory or essential. What I would like to see would be the marks so adjusted as to give very much greater importance to these subjects, so as to make it desirable from the point of view of a candidate that he should equip himself in those subjects.

54,221. And the opportunity of having an examination in those subjects is one of the reasons which leads you to prefer the intermediate age?—That is so, and also on this ground, that one fully recognises that at present one year's probation is not sufficient time to equip a selected candidate in Law and in Oriental languages. It is an absurdly short time for both. Even two years I should regard as somewhat inadequate, assuming the candidate had had no previous preparation

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for legal study. But if a candidate on passing the open competitive examination had this preliminary training which I have suggested--history of institutions, Roman Law, general jurisprudence, and so on--then in my experience in the two years' probation he could quite equip himself in technical law. In other words my suggestion would be that the open competitive examination should have some relation to the career to be followed by the candidates if successful. On that point it may be of interest if I state that our experience in Scotland has shown the advantages of that line of preparatory training. In regard to our Scottish Law Degree, Bachelor of Laws, more than half the subjects for that Degree are included in the Arts Curriculum; that is, a student can take them as part of his Degree of Arts. That applies to Roman Law, to General Jurisprudence, to Constitutional Law and so on. The result is that when he has taken his Degree in Arts he has, as it were, already attained a general preparation and equipment the study of Law, and it only remains for him to acquire the special technical Law, Scottish Law or English Law, as the case may be. That system has proved exceedingly successful. It may be worth mentioning to this Commission, as a tribute to the success of the system, that the American Bar Association, in formulating the programme of studies for the Law Schools in America, practically adopted the course of study prescribed for the LL.B. Degree in Scotland; and the Committee of the Association in their report set forth the success of the Scottish system as the main reason for recommending the adoption of a similar scheme of studies in America. It is a very remarkable tribute, I think, to the success of our system in Scotland. I may say the effect of that in America has been very remarkable in regard to the number of American lawyers who now enter the profession through the Law Schools. It has completely revolutionised the proportion of men who enter the profession of Law in America through the Law Schools.

54,222. (*Mr. Sly.*) To pursue your suggestion in regard to a certain amount of specialisation in the open competitive examination; ever since that examination was started in 1854 the fundamental principle laid down by Lord Macaulay was that the examination should be directed towards securing that the student should have a liberal education and not in any way specialise for his future career in India?—Yes, that has been the general principle hitherto adopted.

54,223. By that means you get a wider field of selection, and the men who fail have no reason to regret their preparation for it. Does not this scheme of yours cut athwart this principle?—With deference, I think the system laid down by Lord Macaulay has not been adopted in its entirety. As a matter of fact the existing subjects of examination are

to some extent special. I find for example Arabic; I find Sanskrit; I find English Law. I should not regard these as part of a general education.

54,224. Not as part of a general liberal education?—English Law I should not, nor Sanskrit, nor Arabic. I think those three subjects are of the nature of special equipment for India.

54,225. Arabic and Sanskrit were admitted with considerable hesitation more or less in favour of the claims of Indian candidates to have a classical language recognised in the examination?—That is as it occurs to me—that Arabic, Sanskrit, and English Law are special—very much more special than history of institutions, for example, or general jurisprudence, which are part of the regular Arts curriculum in the University. May I say with regard to that, that I have been very much struck with the importance which many distinguished civilians have laid on the necessity, or at least the value, of a training in those general subjects of jurisprudence. It is very remarkable that many of the most useful and important books we have on that department of Law have been written by Anglo-Indians—Sir William Rattigan, Sir William Markby, Sir Henry Maine, Chief Justice Perry, and others. They all lay the very greatest stress on the importance of that kind of training in order to enable a student to understand the technical Indian Law. I should like to read a single sentence from Sir William Rattigan's Preface to "The Science of Jurisprudence," which I should like to adopt from my own experience. He writes this: "What I wish particularly to impress upon them"—that is upon students—"is that without a knowledge of the general principles on which the science of Law is constructed and which it is my object to teach them at the outset of their legal education, their reading of the codified laws of India will lose half its value, and they will find themselves in constant difficulties in the application of these laws to the recurring events of everyday life." I should also like, if I may, to refer the Commission on that matter to what Sir William Markby says, in view of his experience as Reader of Indian Law at Oxford. In his "Elements of Law" he lays great stress on that point.

54,226. Then there is one other point I should like to be quite clear about. You told us that the clever scholar enters the University of Aberdeen at about 18½?—Yes, even as young as 18.

54,227. 18½ you said was about the average age?—Yes.

54,228. What is the length of your Arts Course?—It can be done in three years.

54,229. Then he would be at the end of his Degree in Arts at 21½?—Entering at 18 he would be 21 at the end of his Arts Course, and entering at 18½ he would be 21½.

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54,230. So that, under the age limits that you give, he would practically have only one chance for the Indian Civil Service, because 22 is your maximum?—Taking it at 21 he would only have one chance.

54,231. Do you think that is desirable?—I do not see any very great disadvantage in that.

54,232. The desirability or possibility of a second chance is not in your opinion a very great factor in the consideration of candidates who have worked for the Indian Civil Service?—I should not regard that as an important factor.

54,233. You do not think it would largely reduce the field if there was only one chance?—No.

54,234. (*Mr. Gokhale.*) There is only one question I want to ask you. You have some Indian students at Aberdeen, I understand?—Very few—not in Law.

54,235. Have you any Colonial students also?—Yes, and a great number of our students go to the Colonies.

54,236. Have you any foreign students?—Yes.

54,237. Have you heard of any difficulties arising owing to these students having to meet together at the University?—Absolutely none.

54,238. (*Sir Theodore Morison.*) I understand you contemplate that the Indian Civil Service Examination should fall very often in the middle of the student's University career?—No. It would come at the end of his University career.

54,239. You say: "The open competitive examination would come some years after the candidate's school education had ended, but before he had completed his University course." That is rather important, because most of the University evidence we have had is to the effect that if you have the examination in the middle of the University course the students will not follow the University course, but they will specially prepare themselves for this examination. You seem to contemplate something different?—I think in Scotland if the age were as high as  $21\frac{1}{2}$ , say, it would permit a student to complete the Arts course in the University.

54,240. You say, "before he had completed his University course"?—That I think is with reference to what I stated was the average age of entry, but of course you are dealing here with rather a special class of clever boys who would enter at 18 and who would have three years' study at the University.

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*Written answers relating to the Indian Civil Service.*

54,252. Will you give an account of your experience as examiner of successful

54,241. Then you would agree with most of the University witnesses we have had before us, that it is undesirable that these examinations should cut across the middle of the University career?—I should agree that that is undesirable.

54,242. Now I want to ask one or two questions with regard to boys who come to what may be called the Scotch public schools, and from the more popular schools. Do you know what sort of proportion of those successful for the Indian Civil Service examination has come from the public schools?—You mean schools like Fettes, corresponding to the English public schools?

54,243. Yes?—I should not like to state that from memory.

54,244. Do you know whether the secondary schools, the ordinary more popular schools, have been successful in getting men into the Indian Civil Service?—Yes, in the past, particularly our Aberdeen candidates.

54,245. I want to ask you about that. There is one school in Aberdeen that has sent a large number of distinguished men into the Indian Civil Service. They held a dinner at Simla a little time ago of old Aberdeenians?—Yes, quite a large number.

54,246. It is called the Aberdeen Academy?—There are two schools equally good, the Aberdeen Grammar School and what is called Gordon's College.

54,247. In which class do you put them?—I think I am right in saying that the Grammar School depends entirely for its maintenance on Government grants and the school rates. Gordon's College depends partially for its maintenance on endowments and partially on Government grants; but in both, in one as much as the other, this Leaving Certificate system dominates the curriculum. They are quite in a different position from Fettes.

54,248. Therefore they do not correspond with our English public schools like Eton and Harrow and schools of that sort?—No.

54,249. They are independent of the national curricula?—Entirely different from schools like Eton and Harrow. The curriculum is regulated by the Department's scheme.

54,250. Does your Leaving Certificate, which allows a certain number of options, give the option to the school or to the boy?—I am not certain at the moment as to the precise terms of the regulations on that point.

54,251. Perhaps I had better ask Sir John Struthers that question?—Yes.

(The witness withdrew.)

(Adjourned for a short time.)

candidates for the Indian Civil Service?—I have examined for the last 10 years the successful candidates for the Indian Civil Service. I formerly assisted the late Dr. Ord,

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who held this post up to the time of his death.

Each year there are on the average 192 candidates for 53 (about) appointments; so that there is one successful candidate to 3·6 unsuccessful. These are examined in the order of the places which they have obtained in the competition. I know them as the "pass in" men. About 13 are examined each day at the rate of about four an hour.

This examination is very carefully carried out, as I consider that it is best to reject a candidate at his first examination if there is any reasonable doubt as to his physical fitness.

Any slight blemish or ailment is reported by the Commissioners to the candidate, so that he may take steps to get cured during the ensuing 12 months; and he is careful to observe this admonition in order that he may appear sound and well on the date of his second examination ("pass out").

This second examination is conducted with the same care as the first, but does not occupy so long a time, as my notes of the first examination are before me. If the candidate passes this second test, the Commissioners issue their certificate, and the candidate goes out to India, or to some post in the East, during the following November or December.

I am assisted by a colleague who is a hospital physician, highly qualified, and with great clinical experience. But I, alone, am responsible for the medical opinion and reports.

Intending candidates appear to have obtained knowledge of their liability to rejection for certain bodily defects, and often seek expert medical advice before commencing their studies. Not a few are overhauled before or during their studies by their own doctors with a view to ascertaining whether there is any defect or disease of which they are ignorant, but which might, if it existed, cause their rejection.

An analysis of my figures shows conclusively that the best physical types come from the large Public Schools, and the older Universities (Oxford and Cambridge). These combined careers of education produce a fine class of healthy young men.

The youths educated at the schools of lower rank, including Board schools, are not such good physical specimens; but gaining scholarships at Oxford or at Cambridge, they develop wonderfully in physique, and so the balance against those minor schools is nearly adjusted, but not quite, in the long run. In

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54,256 (*Chairman.*) You have been appointed for the past 10 years by the Civil Service Commissioners to examine candidates for the Indian Civil Service?—Yes.

54,257. And I understand that you have, as a responsible officer, done that work exclu-

proof of this I find that 62·7 per cent. of candidates coming from the minor schools have some physical blemish, though not sufficient to cause their rejection.

On the other hand, the larger public schools show only 48·5 per cent. of similar defects.

54,253. Is the form of report\* at present supplied to the medical examiners by the Civil Service Commission satisfactory; or are there any other particulars which would strengthen the hands of the examiners in rejecting men of doubtful physique?—The present "medical form" has only recently been revised, and is a good one, though in view of extended experience some further alterations might be made with some slight advantage.

54,254. Would you welcome the association with yourself of a colleague or colleagues in conducting the test, and if so, how would you recommend that such a Board of Medical Examiners should be constituted? Should one or more of the members have had Indian experience?—Though I should not be opposed to the help and co-operation of a colleague who had had Indian experience, I am of opinion that it would not be necessary. If one or more such examiners were appointed, he or they should be possessed of skill and experience in making physical examinations, rather than of administrative ability, however eminent.

54,255. Would it be practicable to hold the medical examination before, instead of after, the open competitive examination, and to pass all the candidates, successful and unsuccessful, through the test?—If all candidates were medically examined in the earlier days of their studies (say at 18), many would probably be rejected, or would be deterred from continuing their studies at a University, a step which would be detrimental probably to their future careers and to their future health, as the "life" at Oxford or Cambridge is as great a factor in strengthening a man's frame as it is in forming his character and in polishing his education. It would, however, be quite possible to conduct this preliminary test, but in view of the number of competitors and their widely-scattered homes, there would probably have to be at least three centres for this examination, say at London, Edinburgh, and Dublin.

The physical excellence of candidates varies from year to year, as does probably the intellectual.

called and examined.

sively by yourself during that period?—I have.

55,258. You have had an assistant with you, but as regards the responsibility of the examination it has rested with you?—Quite

\* *Vide Appendix No. V.*

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so, and I believe that all my predecessors, Sir William Gull, Sir Andrew Clark, and Dr. Ord, always took with them a man of experience to help them.

54,259. The work that the Civil Service Commissioners ask you to carry out, I understand, is to examine the candidate and give a medical report upon him to the Commissioners?—Yes.

54,260. The ultimate decision as to whether the candidate shall be passed as medically sound or not rests with the Civil Service Commissioners?—Yes, on my report.

54,261. When they are deciding on your report are you present?—No.

54,262. On the average you have to examine something under 200 candidates a year, I believe?—The pass-in and pass-out men would be about that number. Men who have obtained a position in the examination and have to pass the doctor I call "pass-ins." Then they go to Oxford or Cambridge or London for a further year's study in law and some of the vernaculars of the country, and they appear before me again a year later, and I call those men the "pass-outs." They are my own terms; not used in the Civil Service.

54,263. How many candidates have you had whom you passed after they had succeeded in the competitive examination and whom you have had to reject at the expiration of their probationary year?—About 1 or 2 per cent. I have gone over the last three or four years, and in one year it was 2 and in another year 1. The average possibility would be about 1½ per cent. of the candidates. I must qualify that by saying that frequently a man would have an ailment which may be cured, and I write a special report to the Civil Service Commissioners to say that he has a hydrocele or varicocele or hernia or a trace of albumen in his urine, and that I would like to postpone him for a month or three months according to the condition, so that he might be cured. The actual rejections of men who are not physically fit to do work in India would be covered by 2 per cent. certainly.

54,264. You get, then, several candidates before you in whom you discover ailments which you consider to be susceptible to improvement during the year's probation?—Yes. One of the principal ones is albuminuria. Twenty years ago that would have been thought to be a serious condition demanding a man's immediate rejection, but now we know better. A young man of 19 to 25 frequently suffers from temporary albuminuria and I do not reject him. If a microscopical examination shows that there is organic disease of the kidneys I should reject him. The evidence obtained by a professor in Edinburgh shows that albuminuria may be merely temporary, especially in young men.

54,265. What is the percentage that you reject on first examination?—I should think 1 per cent., but there might be 5 or 6 per cent. whom I held back without actually rejecting.

54,266. So that you definitely reject 1 per cent. in practice on the first examination, and it comes to about 1 or 1½ per cent. on the final?—Yes.

54,267. Do you have many instances of candidates coming to you privately, unofficially, prior to the examination?—Not many. Perhaps I have four or five in the year, but I never examine them without obtaining the sanction of the Civil Service Commissioners, because I feel that I am in the position of a judge, and that therefore I ought not to be the advocate beforehand.

54,268. Do the Civil Service Commissioners give you that sanction when you apply for it?—I do not apply; the candidate applies, and then the Civil Service Commissioners write to say that it is not the rule, but they will grant it in his case; that Dr. Taylor will not divulge the nature of his report; that they will tell him what my report is afterwards, and that he will be examined exactly as though he had already obtained a position by examination, and was being examined medically for the appointment. If I find anything wrong with the candidate I report on the same form that I report upon finally, and the Commissioners keep that report, and they say it is not binding on my examination twelve months or two years afterwards, because a man by that time may acquire other complaints. I have perhaps five or six a year that I examine in this way, so that they can go on with their studies. They want to know if they are likely to be plucked when they come up in two years' time. A large number go before their own private medical examiner.

54,269. Would you say the majority get an unofficial report from a doctor prior to their going into the examination?—Yes. They say, "I have been 'vetted' by my own doctor." It is a term I do not like, but they use it. You have seen, I think, the form\* on which I work.

54,270. Does that give the standard by which you work?—No, it is a medical form. The men have to fill in their previous history and the history of their fathers and mothers and brothers and sisters. They also have to state whether they have been vaccinated. Their weight, and their chest measurement, and height, are correctly taken by a skilled observer accustomed to measurements.

54,271. Have you any medical standard to guide you in your examination?—I have no written medical standard, but if I saw a man who was frail in physique I should say that although he was healthy, with no disease, I did not think he had the physical stamina fit to bear the trial of a climate like India.

54,272. Is the form drawn up by the Civil Service Commissioners?—Yes. It has recently been altered on my suggestion.

54,273. So that it now constitutes a medical standard?—Yes.

\* Vide Appendix No. V.

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54,274. It is regarded as private?—Yes, it is entirely private. The last question is: “ Is there anything in the health or condition of the candidate which in your opinion will not allow him efficiently to discharge his duties as an Indian Civil Servant? ”

54,275. Have you ever had Indian experience?—No.

54,276. I suppose in the course of your long practice you have acquired a considerable knowledge of the particular ailments which might develop seriously in India?—Yes. The whole of my lifetime, since 16 years of age, has been spent in the hospitals. When I was apprenticed I was also apprenticed to the local hospital; I came to London and was a student and then I went through the Scottish Schools, and then I came back to London and was appointed physician to a chest hospital and a general hospital. The hospital to which I have devoted most of my time is a post-graduate school where we have qualified students who have come back from India or the Colonies to rub up their knowledge or to see any special treatment which they wished to be well versed in.

54,277. I suppose you have cases of candidates who could scrape through on all the organic points, but who might be regarded by you as not physically efficient?—Yes.

54,278. What do you do in that sort of instances?—I do not recommend the candidate. The type of man I want is not only the man who is healthy but the man who would also pass an examination into a good regiment, as it were. It may be often said that a man is perfectly healthy but is not quite up to the standard for the regiment.

54,279. Do you reject a certain number on that ground?—One man here and there may be rejected and then he demands a Board. There are three on the Board and their decision is final. The Board is appointed by the Civil Service Commissioners, who select two men of high position. If he is rejected on a surgical ground a man of a position like Sir Frederick Treves might be selected or Sir Watson Cheyne. They are men of eminence as surgeons or they are men of eminence as physicians; and I am the third. I sit at the head of the Board and relate to them the circumstances under which the man was rejected. Sometimes the question is, “ Who has rejected him? ” and I tell him they must not ask that. I never let them know who has rejected the candidate until the decision is given, and then when the decision is made I say he is appealing against my decision.

54,280. Is there anyone on that Board with Indian experience?—No.

54,281. You mention an interesting point in your written answers with regard to the physical condition of boys coming from various schools. I suppose you have a considerable body of statistics upon which to form that estimate? You show that there are more candidates with physical blemishes from the

secondary schools than there are from the larger public schools?—That is so.

54,282. Sixty-two per cent. in the former case and 48 per cent. in the latter. What do you attribute that to?—A man’s physical development will depend upon his environment in early life, other things being equal. A boy educated at a board school or some of the minor schools would not have the advantages of a boy educated at Rugby, for example. He would not get the healthy food nor the healthy outdoor exercise.

54,283. In his home?—That is so.

54,284. Are you alluding more to the early years or to the actual conditions of his school?—I am alluding to his home and school as well. I do not want to be personal, but take such a school as the Lattimer Foundation at Hammersmith, a first-class educational centre for poor boys, but there is not a large playing field there such as they have at St. Paul’s School close by, and there is not the river as there is at Shrewsbury, and not the big football field as at Rugby. A father has not the means to send the boy to Rugby or to Shrewsbury and he must give the boy the best education he can, and it is surprising how they do work to give their boys a good education.

54,285. I suppose they do not have the same physical advantages in urban schools that they have in schools situated in country districts?—That is so. I will give the Commission an idea of what I call the first-class schools: Marlborough, Eton, Rugby, Westminster, Malvern, Dulwich, Merchant Taylors, Shrewsbury, Winchester, St. Paul’s, Charterhouse, Harrow, Bedford, Fettes, Uppingham, Clifton, Tonbridge, Repton, King’s (Canterbury), Epsom College, Haileybury, &c. They are schools of the first rank.

54,286. It is from those schools that you make up your average of 48 per cent.?—Yes. The lesser schools are Lattimer, Plymouth, Eltham, Watson’s College, Neuchatel, Leeds, Natal, Liverpool, Dewsbury, Isle of Man, Stourbridge, Ilkley, Blair Lodge, Manchester Grammar School, Edinburgh Academy, City of London, Newcastle-upon-Tyne, Glasgow Academy, and so on. In selecting a school for my own boy I should say that they were second-rank schools as compared with Rugby or Westminster or Harrow.

54,287. But apart from any opinion you may form of it, am I to take it that the average percentage you have put down in your written answers is based on those two lists?—Yes.

54,288. Over how many years does that range?—I have taken 160 candidates, three years. Of course, there are other candidates who have gone into a Home office, but I have eliminated them. Very often the first man will take a position in the Foreign Office or become Secretary to the Prime Minister or to the Chancellor of the Exchequer, and those

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posts, from what I can gather, are apparently the plums.

54,289. Looking at it broadly from your experience of 10 years, are there any suggestions you can make to us for stiffening up the standard? You have, of course, a perfectly clear standard as regards definite disease and physical defects of that character, but is there any suggestion you can make by which the standard might be raised so that what one might term the physically inefficient, if there are any, that find their way out to India, might in future be rejected before going, but whom, under the present standard, you might not feel justified in rejecting?—The difficulty would be that a young man coming from a lesser school or a smaller University might complain, and there would be no end of appeals, 12 or 15 appeals annually, at least.

54,290. I can understand that in the first examination, but you say that there are many of these defects which are susceptible to improvement and can be improved during probation?—Yes, but I doubt if they are defects in physique. A small man might be perfectly healthy.

54,291. But that is not a defect, is it?—No, but if he has not a large chest he would not mend it in 12 months.

54,292. Would he mend it in three years?—Probably he would.

54,293. Would you say you could get a more careful scrutiny of your candidates if you had a three years' probation instead of one?—Yes. I would like the men to be examined before they went to Oxford or Cambridge or Dublin or Edinburgh. But there is the drawback that possibly complaints which would be quite curable in three years might be notified and cause the candidate's rejection. Supposing he goes up with a poor chest, it may be said the candidate is not good enough, whereas if he goes to Oxford or Cambridge that chest is wonderfully improved.

54,294. Supposing there is nothing organically unsound, but he is a little deficient in chest measurement, do you think by careful living for a period of three years he could be materially improved?—Yes, my figures show that.

54,295. There would be more chance of his attaining that improvement in a period of three years than in a period of one?—Certainly. I should like him to go to Oxford or Cambridge.

54,296. Do you confine it to those two?—Yes. I see a great advantage in a career at Oxford or Cambridge, not in the teaching of Latin or Greek, but in the purely physical aspect. I will give you some figures to prove it. In the large public schools the average height is 5 feet 10 $\frac{1}{2}$  inches; in the minor schools, board schools and private schools, it is 5 feet 8 $\frac{3}{4}$  inches. The weight is 11 stone 3 lbs. against 9 stone 11 lbs.; the nipple girth is 36 inches against 35 inches. When the

minor schoolboys go to Oxford or Cambridge the average is nearly adjusted, but not quite.

54,297. Do you not think that could be done at any other University except Oxford and Cambridge?—No.

54,298. At Dublin, I suppose, which is a residential University?—I do not know Dublin, but I know the Scottish Universities and I know Oxford and Cambridge very well.

54,299. You want a residential University?—Yes, and at Oxford and Cambridge there are the river and the playing fields and good food. There is no river at Edinburgh.

54,300. Still, I suppose there are plenty of opportunities for sport and various kinds of games?—Yes, but it is not like Oxford and Cambridge.

54,301. We have had it suggested to us that there might be advantages in having a Board to examine, as distinct from an individual examination; that it would be useful from the point of view of the peculiarities of India to have on that Board somebody with Indian experience?—Personally I should welcome such a colleague, provided he was a skilled physician or surgeon, but I should not value the opinion of a man who has been merely an administrator. I want the physician to help me, not the man who has been accustomed to get out statistics and to order things to be done.

54,302. You would value a man who had active practice?—Quite so.

54,303. Looking at it from the point of view of an individual examination as against a Board, do you see any advantage?—I do not see any advantages. The disadvantage would be that it would take such a long time to examine the 70 successful candidates. If three men had to examine them we should not do more than two, or at the outside three, an hour.

54,304. Would two men take much longer than one?—Yes.

54,305. I understand the practice at present is that you examine all the Indian Civil Service candidates and they go to India and you never see or hear of them again?—I do sometimes hear of them.

54,306. But not officially?—No.

54,307. If they come back on sick leave or for any other reason, and they have to see a doctor with regard to the India Office, they come before the India Office Board?—Yes.

54,308. And you have no returns sent to you as to them?—No. I think the India Board may ask the Civil Service Commissioners for my report.

54,309. Would you see any advantage or otherwise in having those particular officers that you are responsible for on their introduction to the Service coming under the Civil Service Commissioners again when they come back and require medical examination, instead of going before a separate Board at the

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India Office?—I think it would be better that they should come back to the Civil Service Commissioners again. Our notes should be compared. I also have private notes of every candidate. Sometimes I defer a man for 24 hours with a trace of albumen and when he comes the next day it may be all gone. A long railway journey frequently brings on a trace of albuminuria, which is only a cyclical condition. A note of that condition would not necessarily be put on the form, but it would be on my private notes, so that it would be an advantage if he came back to me.

54,310. The Civil Service Commissioners, as the authoritative body at present, have no opportunity of knowing how many of the candidates that they are responsible for fall out of the Service as physically unsound after they have been in India a few years?—I do not think they have, but I cannot speak with certainty. It is true that sometimes the Minister for Foreign Affairs writes to say that some people have been out in China and fallen sick, and asking how it is and whether the medical examination is very strict. During my time we have had one such inquiry.

54,311. You see an advantage in having continuity of policy?—Yes, if we have made a mistake we should like to know where the mistake is, so that we can rectify it in future.

54,312. It would furnish you with useful information which you might apply in your future examinations?—Certainly. The older we get the more we see that we are not infallible.

54,313. (*Sir Theodore Morison.*) It was suggested to us when we were taking evidence in India that there might be advantages in conducting the medical examination of the candidates before they appeared for a competitive examination, instead of confining the medical examination to those who have been successful?—There would be an advantage, except that the examiner would take a long time to do it.

54,314. What advantage would there be?—The advantage would be that a man's father would be spared the expense of sending him to a University and the anguish and distress of a rejection afterwards.

54,315. Could the examination be made with any certainty two or three years beforehand?—Yes. If a man had a lung that was not quite sound I could tell him that he would not pass in three years' time, even if he obtained a place. He might be sent to a station in India which would be unhealthy for a man with a tuberculous deposit, and I should not advise him to go to India.

54,316. But you would still have to have another medical examination?—Yes, when he obtained his place.

54,317. In India it was suggested that a doctor might be a little more tender to a man who had passed successfully in the very difficult examination than to a man who had not yet appeared for the examination. Do

you think there is anything in that?—Not as far as my examination goes, because I bear in mind the instructions that if there is any doubt about the candidate the Service must have the benefit of the doubt, not the candidate. I have a reputation of being rather hard on the candidates. At a Medical Board it was once said that I had no heart, and would pluck a man as soon as look at him. Of course I would not do that, but if I find there is anything wrong my first duty is to the Civil Service Commission.

54,318. So that what was said in India about the doctor not being so severe on the man who had passed is not in your opinion justifiable?—If I pluck a man I pluck him. If the Board reverses my decision I still hold the opinion I gave in my report.

54,319. The suggestion was made to us in India that the test of physical fitness might be considerably heightened, that a larger number of persons might be rejected not on the ground of any complaint, but because they were weaklings?—I should be inclined to say, if I had my own way, that I would raise the standard, just as you raise the standard for a man in the Guards as compared with a man in the Line.

54,320. You think that the standard of physical fitness might be certainly raised?—Yes, not in height but in chest and good development.

54,321. Could you suggest to us what form our recommendation should take if we wanted to recommend that?—That there should be no one under a certain height or a certain weight or a certain chest measurement. The stronger the man is physically, the less liable he is to succumb to disease should it attack him; or, putting it in the other way, the stronger a man physically, the better chance he has to recover if disease should attack him.

54,322. So that you think the physical test might be strengthened with advantage?—Yes. I look upon it that you want a man for the Guards rather than for the Line. I would not reject a man on height. I have in my mind's eye now one of the most perfect specimens of humanity I ever saw, an Oriental, who stripped like a pocket Hercules. He had perfect vision and no blemish in his teeth, and his muscles stood out as though he had been trained for a prize-fighter. He was about 5 feet 4 inches or 5 feet 5 inches.

54,323. Are the men when they go out physically a good lot?—Yes. I think perhaps of late years they have rather come down in standard.

54,324. Comparing them with the average of men of the class in England, do you think they are physically as good?—I do.

54,325. Do you think they are above the average?—I think they are a little above the average. The only defect I find, and it is a very frequent one, is myopic vision. A number of them are short-sighted. I attribute that to the fact that many have come from a race

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which has been accustomed to look at things at a distance, and then some of them being more clever than their fellows take to study and get distortion of the eye.

54,326. What is the race that is in the habit of looking at a distance?—His father might have been a soldier, a sailor, a boot-maker or a warehouseman and unaccustomed to study, but the son happens to have more brains than the average, and the boy reads for the Civil Service, and his eye becomes short-sighted, because he comes of a stock accustomed to look at things across the road instead of looking at a book.

54,327. Amongst the boys who came from the public schools in your list, did you find there were frequent examples of the abuse of athletics, athletes' heart, and that kind of thing?—Sometimes. I have not told the candidate, because I am not allowed to divulge anything, but I have written a special report to the Commissioners and then the candidate is told not to row, for instance.

54,328. During his year's probation?—Yes, and then the heart will probably come down to its proper normal limits.

54,329. Is there anything else besides rowing and running which tends to leave permanent traces?—Football or any vigorous exercises. A youth has come to me in the last fortnight or three weeks, who had had an operation on the belly. I had to report to the Commissioners that he had had this operation on the abdominal wall, and therefore that he should be told not to row during the next 12 months, because the strain on the belly muscles is very great in rowing. He could golf, which is a very fine exercise, but not row.

54,330. I gather from your evidence that the instances of abuses of this kind are not as numerous as the examples of insufficient development on the part of the people who have had next to no athletics at all in the second-rate schools?—That is so.

54,331. I understand that in public schools there is the danger of abuse of athletics and in the other schools there is the evil that comes from having none. Which is the worse?—The school that has none. If a man abuses athletics he is thrown out of the team or the boat before he gets to the dangerous stage. There are symptoms of breaking down and he has to go.

54,332. You think he is still a good life for India?—Yes, he is told beforehand.

54,333. He has not strained his constitution in such a way as to be a bad life?—Certainly not.

54,334. (*Mr. Chaubal.*) You have no means of knowing whether complaints that civilians who have served for any period in India, and have come back and been examined by the Medical Board of the India Office, may be suffering from have been in the system from the commencement, or have been acquired after they went out to India?—I do not see the man again when he has gone out to India.

54,335. If there are instances of men being found with any defects after six or seven or eight years' service in India, those defects would have supervened since they passed you?—Certainly. The rule in life assurance practice obtains, that you cannot see with certainty more than five or six years ahead.

54,336. How does tuberculosis stand in your examination?—If I found any symptom of tuberculosis I should have the man's expectoration stained and investigated, and if I found the bacillus it would be positive evidence that he had tuberculosis, and I should not recommend him under any consideration, neither for his own sake nor for the Service's.

54,337. It cannot be said that on your examination you let in any men who appear to be suffering from tuberculosis?—If I find a man with anything like a suspicion of tuberculosis I should reject him, especially if it is proved by microscopical examination to be tuberculosis.

54,338. With regard to the standard, which you say can be stiffened to a certain degree, do you make any allowance for the kind of duties which the civilian has to perform in India? Say a man is put on the judicial side, staying in one place, mainly in towns, not going about in the jungle but doing sedentary work, would the same standard apply?—I do not know what a man is going to do when he gets out there, whether he is going into an office in Agra or to be a magistrate in the Hills.

54,339. If you adopt a severe standard, is it not likely that men who might be inclined to adopt the judicial branch for their service in India might be thrown out? You do not want the same physique for judicial work as you do for active executive work. If you adopted a higher standard of medical examination, is not there the danger that you might be rejecting a man who would be of value to the judicial branch?—There might be that, but if I find a man was not of extraordinary good physique I should inquire probably what part of India he was going to, because all the appointments are noted. If he is (say) 37th on the list they may say he will have to put up with so-and-so, or if he is 10th on the list he will probably go to the North-West Provinces or something of that sort.

54,340. It is no part of your duty to recommend the provinces in the case of any particular individual?—No. If I had to do that it would acknowledge a certain weakness on the part of the candidate.

54,341. Do you recommend that persons whom you do not find fit for service in India may hold posts at home?—Yes. Now and then I have to say that a candidate is not fit for Indian Service, but that I recommend him for a home appointment.

54,342. In giving that opinion, do you think that your not being acquainted with the climate and the different ailments peculiar to India puts you at a disadvantage?—It

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might do, but I have mostly in my mind's eye that a man has some physical defect, varicocele or rupture. Again, a skin disease, which might get worse in hot climates.

54,343. On the whole, may I take it that the present medical examination to which the candidates are subjected is critical enough to ensure that ordinarily the men who are passed will be fit for service in India?—Yes. If I make a mistake it is on the side of severity rather than leniency.

54,344. (*Mr. Gokhale.*) You examine for the Home and the Colonial Service also?—Yes. There is the examination in September for the Home, Indian, and Colonial Services.

54,345. Is there any difference in standard in the three cases?—No. I think the men who would take the Eastern Cadetships are not quite so strong as the men who go to India. There is a little difference there.

54,346. Do you keep in touch with those who elect for Home or for the Colonies after they pass out?—No.

54,347. You lose touch with them as you do with the Indian Civil Servants?—Yes. I sometimes meet them when I go to the a Government office. A man might ask me whether I remembered passing him.

54,348. You do not know how they would compare as regards their health subsequently?—No.

54,349. You said just now that there was some deterioration of late in the type you get for India?—I think in the last five or six years the standard has come down a little in the H.I.C. examination.

54,350. To what do you attribute that?—To the low class schools; to the Board School boy coming in.

54,351. They go to the University, do they not?—Yes, but that does not quite adjust the balance. It is rather a hard statement for me to make, because I am the son of a poor professional man and I could not go to Oxford or Cambridge, but there is the fact that I think the Board School boy coming in has lowered the physical sample. He has not had the environment of the Rugby boy or Eton boy or Harrow boy.

54,352. Has that occurred only during the last few years?—That was my idea first of all, and then I looked at the figures, and I think I do see a little coming down in the scale, not very marked, but it is there. Just as you do not see the clock-hand moving, but after ten minutes you note that it has gone on. So it is in this case.

54,353. And this probably will grow more and more?—Possibly; but, on the other hand, we must remember that in one year you may have an extraordinary good list of candidates physically and another year they may not be up to the standard. You may have an extraordinary Derby winner one year and another year the winner is a very common horse.

54,354. You take the average over a series of years?—Yes.

54,355. (*Mr. Sly.*) One of the reasons that has been given to us for suggesting that the medical examination should be taken by a Board instead of by an individual doctor is that it would probably lead to a more severe physical test, that two or more doctors would probably have a higher standard than a single doctor?—It might be, but I do not think it is the case. You might have amongst the two or three men one doctor who might be rather soft-hearted and say, as has been suggested, that a man had passed a stiff examination and he had better be let through. I think we had better have a hardened examiner who plucks without remorse.

54,356. Are you as likely to get him in the individual as you are in the Board?—I think so.

54,357. Is there any difference of standard between the medical examination for the candidates for the Home Civil Service and those for India?—No, it is all the same, but taking them all round I think the men who go out to India are of better physique than the men who stop at home.

54,358. Are there cases in which you would accept a candidate for service at home whom you would reject for service in India?—Yes. If a man has a skin disease I should recommend his rejection. I have done so and the man had a Board. If a man had a hernia I should reject him for India, but I should say he would be all right for London. A man who had a varicocele used to be plucked, but now we tell him to get cured. If it is very bad I tell him he will not do for India but he will do for home. The man in India has to ride a good deal, and I should think 5 per cent. only are horsemen. There are lots of men you see riding in the Row who are not horsemen, and I make a difference between the man who can ride and the man who is a horseman. If a horse stumbled or shied and the man was not a good rider he might bruise a varicocele in recovering his balance and then he might be laid up three or four months. In cases like that I have said a man will not do for India but will do for a home appointment.

54,359. The suggestion has been made to us that in the open competitive examination there should be definite marks assigned to the candidates for physical condition, that not only should it be an intellectual test but that the physique, the health and the constitution of the candidates should be definitely judged with marks assigned for excellences and defects, which marks should be taken into account in the total marks of the examination?—I think that is a very good suggestion.

54,360. Do you think that could be done?—I do.

54,361. Do you think a doctor could take a certain number of candidates and instead of passing them by an absolute standard could place them in order of physical merit, with definite marks assigned to each?—A doctor

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could do so approximately, but medicine is not an exact science. A doctor might say that a man has something for which he would give him a minus mark while another man had a good physique or splendid eyesight for which he could be given a plus mark.

54,362. Do you know any instance of such marking for physical excellence?—I think they do it in the Indian Medical Service. One of the examiners said that in selecting a man for the Indian Medical Service he would rather have a man who had done fairly well in his professional examination, who could run 120 yards over the hurdles, than a man who had come out top and taken a gold medal but had a stoop and a poor physique.

54,363. One witness told us that it would be very difficult to carry such a physical examination beyond the standard ordinarily taken by a life assurance office for a first or second-class life. You think it could be carried further than that, and that you could give definite marks to each candidate?—I should put so many marks for a man coming up to a certain standard of height, so many marks for a standard of weight, so many marks for nipple girth, so many marks for eyesight, and so many marks for general healthiness of his organs. Likewise he would have so many marks taken off for defects in expansion of lungs, for varicocele, and for traces of albumen or other defects.

54,364. (*Mr. Fisher.*) If you had such a physical examination would you prefer that it should be taken at 19 years of age or later?—At 19 the candidate is already studying at the University.

54,365. Assuming that the candidate is examined at 19, do you think it would be possible to have a satisfactory examination at that stage of his life?—Yes.

54,366. With marks assigned?—No. The marks should be assigned at the last examination. He is not fully developed at 19 and has not had the advantage of rowing in a boat or playing his games.

54,367. If you had the medical examination before the competitive examination instead of after it, do you think the percentage of rejections would be greater?—I think so.

54,368. Is it possible to ascertain by medical examination whether a candidate is likely to develop weaknesses which will be further aggravated under a tropical climate?—It is not possible to say with certainty, but supposing a man has a badly developed chest and his family history shows that his father or his mother or his brother died of phthisis, then I should say the man must be very, very carefully watched and examined.

54,369. Are the family records of candidates before you when you make your medical examination?—Yes, it is all written down.

54,370. (*Mr. Abdur Rahim.*) I should like to know something about your experience of the Indian candidates of the Civil Service?—I think, perhaps, every year out of the 70

successful candidates there may be five or six Indians.

54,371. Have you to reject many on medical grounds?—No.

54,372. With regard to the chest measurement, do Indian candidates compare favourably with Europeans?—No.

54,373. Or eyesight?—No; very often a large number of them are defective in eyesight.

54,374. You mean short-sighted?—Yes.

54,375. Curable?—Not curable, but to be remedied by glasses. They can get nearly perfect vision by glasses.

54,376. Does that stand in the way of administrative work?—No. If the amount of myopia is very extreme I should say the candidate would not do, because after a time the back of the eye alters to try to accommodate itself to the near vision, and then there may be a serious defect of the eye which may lead to blindness or incapacity, and of course he would then come on to the pension fund.

54,377. The defects you have ordinarily noticed are not of that extreme character?—No. If there is any doubt about his eyes I send a special report to the Commissioners that the candidate's eyes are not satisfactory, and that I desire the opinion of an oculist, and he is sent to a skilled oculist.

54,378. Do you notice any cases of albuminuria in Indian students?—Yes, temporary. If it is permanent I do not pass him. I do not restrict my examination to the albumen. I take the urine and examine it microscopically. If there is evidence of kidney disease the candidate is rejected. But albuminuria in a young man is very very common, and is brought out by exertion or railway travelling.

54,379. Is it common?—Quite common; it is only temporary, and it is not a disease. We take them now in life assurance. We did not know about this 15 or 20 years ago, but an experiment was carried out at Edinburgh by a well-known medical man, who obtained permission from the commanding officer to march 100 Highlanders 8, 10, or 15 miles. The men had no albuminuria when they started, but when they got home 8 or 10 per cent. had it. If a man comes to me on Thursday with albuminuria I tell him to come to me again on Friday, and if I still find any, I tell him to come again in a fortnight or three weeks. If it is a condition which ought to be reported I report it to the Commissioners, who on my advice tell him to seek his private doctor and get it cured, so that he shall not be rejected 12 months hence. He knows the danger he is in and gets himself cured.

54,380. There is an appeal at present?—Yes.

54,381. We have had some evidence that there ought to be no appeal, that one examination ought to be final?—I do not agree with that. I do not think I am infallible.

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54,382. You think there is a possibility that it might be rectified by further examination?—Yes. I do not think a doctor, whoever he may be, can be infallible, and therefore if there is a possibility that we have made a mistake there ought to be a court of appeal.

54,383. Supposing there is a Board of two or three medical men and no appeal, would you prefer that to the system which obtains at present, examination by one doctor and an appeal?—I would rather have it as it is. I examine the man and give a verdict that he is not good enough and he goes to the court of appeal.

54,384. You prefer that to any scheme of

a Board whose decision would be final?—I would like to have on the court of appeal a gentleman who had Indian experience.

54,385. (*Sir Murray Hammick.*) Are you aware of the standard for eyesight that the India Office use for their examinations?—No.

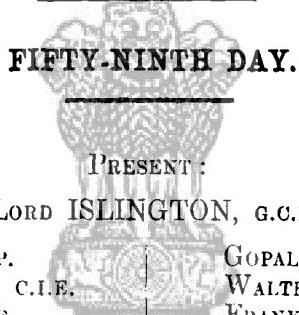
54,836. You do not know whether your eyesight standard is less severe than theirs?—No. If a man's eyesight is so bad that there is more than a doubt I tell him to go to an oculist, and I tell the Commissioners I would rather have an oculist's opinion because I am not qualified to give such an exact opinion.

(The witness withdrew.)

(Adjourned to Tuesday next at 10.30 a.m.)

## At 12, Queen Anne's Gate, London, S.W.

Tuesday, 15th July, 1913.



PRESENT:

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman.*)

THE EARL OF RONALDSHAY, M.P.

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

MAHADEV BHASKAR CHAUBAL, ESQ., C.S.I.

ABDUR RAHIM, ESQ.

GOPAL KRISHNA GOKHALE, ESQ., C.I.E.

WALTER CULLEY MADGE, ESQ., C.I.E.

FRANK GEORGE SLY, ESQ., C.S.I.

HERBERT ALBERT LAURENS FISHER, ESQ.

JAMES RAMSAY MACDONALD, ESQ., M.P.

M. S. D. BUTLER, ESQ., C.V.O., C.I.E. (*Joint Secretary.*)

Dr. H. F. HEATH, C.B., Principal Assistant Secretary, Board of Education, Universities Branch,  
and The Honourable W. N. BRUCE, C.B., Principal Assistant Secretary,  
Board of Education, Secondary Schools Branch.

### *Written Answers relating to the Indian Civil Service.*

54,387. What is your opinion on the suggestion which has been made to the Royal Commission that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age?—The official experience of the witnesses does not qualify them to give an opinion as to the special needs of the covenanted Civil Service of India. It has, however, convinced them that high administrative posts demand the best and most prolonged education available in this country.

If the competitive examination is to be the sole test, it should come at a stage when the faculties of the candidate have had the opportunity of development to the point at which they disclose their true bent. This stage is

frequently reached after the school-leaving age. If it is not to be the sole test, but to be supplemented by considerations of character, these also can be more surely estimated at a later age.

If it is proper to assume that the successful candidate would pursue his education in this country for a longer period than the present year of probation, there may be considerable difficulty in getting the best out of him when the great effort and crisis of the competitive examination are followed by a period in which the prospect of starting for India and entering on his duties is too remote to be a very powerful stimulus.

It is not suggested that a University Education gives the power of commanding men. That characteristic, which is not confined to any class in the community, may indeed be weakened by a University Education. But a

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University training does enable a man to understand that there are other points of view than his own, and to sympathise with them. It encourages imaginative sympathy, and this is a quality of high value for any service which has to carry out a policy formulated by other people, and should also be valuable in dealing with people of other races and other religions and civilisations.

54,388. If it is decided to lower the age for appearing for the Indian Civil Service Examination, what limits of age would you suggest as the best?—The examination should be based on the curriculum of the VIth Form in the more advanced Secondary Schools, i.e., suited to a Form the average age of the pupils in which is about 18.

54,389. What should be the character of an open competitive examination designed for boys of school-leaving age? In particular, (a) Should the examination approximate to the scholarship examinations of Oxford and Cambridge? (b) Should the examination contain a number of subjects, all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks which can be obtained from the subjects chosen shall not exceed a specified amount; (c) Should the examination consist of some compulsory and some optional subjects? (d) Should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—The examinations should recognise the principle which, in our opinion, should determine the curriculum of the tops of Secondary Schools, viz., a modified specialisation in three main directions—(i) Classics, including Ancient History; (ii) Modern Languages and History; (iii) Mathematics and Science.

Pupils should, however, be encouraged to pursue or take up the study of some subsidiary subject not included in their particular group, e.g., German, or a branch of Science in (i), Latin in (ii), English or German in (iii). But these subsidiary subjects would be studied in a different way from that suitable for those who take the group to which these subjects properly belong, and would, therefore, require different treatment in the examination.

The answer to (a), (b), (c), (d) is, therefore, that the candidate should be required to submit himself for examination in a definite group of subjects formed on some intelligible educational principle, and that he should have the option of adding some one or two subjects selected from some other group, but not necessarily to be studied with the same thoroughness or to be tested by the same standard as that required in the group subjects.

The witnesses would like to add with reference to (b) that an examination offering nothing but optional subjects, or a large preponderance of options must have a destructive

effect upon Secondary Education, particularly if it is a competitive test upon which appointments or other money prizes depend, for it will encourage specialisation in those directions which are found to yield the highest marks.

54,390. What regulations are suggested so as to ensure that the candidates have followed a school course, and have not been prepared by a crammer?—It is very doubtful whether it is practicable at present to attempt to exclude from competition candidates who have not been through a proper course at a Secondary School recognised as efficient, or, indeed, at any Secondary School. If the Board succeed in establishing a general Secondary School Examination at about the age of 16, it would be possible either to require that the candidate should already have passed that examination, or to give him some advantage on account of his having done so. But it must be noted that this in itself would not prevent candidates from being prepared by crammers.

54,391. To what extent could a rigorous test of character and scrutiny of the school record be combined with a competitive examination?—The headmaster might be asked to submit in respect of each candidate from his school, a statement covering length of school life, course followed, progress—intellectual and physical—part taken in games and school societies; opinion as to certain characteristics, leadership, power of application. These would be considered together with the results of the examination by a committee consisting of representatives of the India Office, Civil Service Commission, Board of Education, Teachers' Registration Council. This body would consider whether there was any case for modifying the order of merit as drawn up by the examiners, and for this purpose would interview as many of the candidates as they thought fit, and would finally settle the list of accepted candidates. This procedure would involve the abandonment of the practice of publishing the marks obtained by the unsuccessful.

54,392. Is it considered that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, is it anticipated that an examination at the age suggested, will be exposed to a danger of this kind, and how could this be obviated, if the case arose?—A test of intellectual promise is of the nature of a scholarship examination, and almost necessarily involves an order of merit.

Selection for a scholarship or an order of merit cannot be guaranteed to be just unless every candidate comes under the personal judgment of not more than two examiners in each subject, these two being the same for all candidates.

The University of London, after its reconstitution in 1900, abandoned the award of

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scholarships and prizes upon its Matriculation Examination: it thought an examination conducted for thousands of candidates was unsuitable for the purpose. The Board of Education abandoned some years since an order of merit for its examination for entry to Training Colleges.

Dr. H. F. HEATH, C.B., and the Hon. W. N. BRUCE, C.B., called and examined.

(*Mr. Bruce.*) May I ask your Lordship's permission to state that in giving our evidence to-day we must be taken to be giving our own opinions and not those of the Board of Education. We are asked by our official superiors to make that clear to the Commission.

54,393. (*Chairman.*) Does that hold good for the written answers, too?—Yes.

54,394. They are your own opinions as distinct from the opinions of the Department? —That is so.

54,395. But it does not necessarily follow that they in any way conflict?—Not necessarily.

54,396. I understand that you come here to-day to answer questions which apply to your own particular Departments, and some of the questions may need an answer on behalf of both Departments. From the questions to which you have sent written answers you will have seen that there are two main points on which we wish for your opinions. The first deals with the probable effects of a change in the direction of a reduced age limit for the examination combined with a longer period of probation at a University subsequent to the examination. Are you satisfied that on the whole a boy at the school-leaving age shows his bent sufficiently?—(*Dr. Heath.*) I do not think we should say that.

54,397. (*Chairman.*) You say: "If the competitive examination is to be the sole test, it should come at a stage when the faculties of the candidate have had the opportunity of development to the point at which they disclose their true bent. This stage is frequently reached after the school-leaving age"?—I do not think we are satisfied that the school-leaving age would necessarily reveal the true bent.

54,398. You lay stress on the word "after"?—Yes. I think perhaps it might be convenient if I were to say in respect to these printed answers that the principles which have guided us are really brought out in our answer to the first, and that the other questions suggest an alternative method. We desired to be of what assistance we could in making suggestions which would deal with the problems connected with your later questions, but we are not convinced that the suggestions there made really offer a solution to those problems. These suggestions are put forward to be as helpful as possible, on the assumption for the moment that the Commission desire that way of proceeding, but

The witnesses are unable to offer any suggestions for obviating this danger, should it arise; and in the absence of information as to the scope of the proposed examination they can form no forecast as to the probability of the danger arising.

they do not represent our conviction. Our conviction is to be found in answer to the first written question (54,387).

54,399. Perhaps you do not fully realise for what we are probing. We have had evidence in India that the present age at which the Civilian arrives in the country is too late, and it has been suggested that he should arrive there some years earlier. Another objection taken is that the Civilian, when he does reach India, is not sufficiently trained in those particular subjects which are of importance to him in the ordinary course of his work; especially such subjects as Oriental languages and Law. This is attributed to the fact that one year's probation after the open examination is not sufficient. We can hardly advise that Civilians should go out later than they do now. Therefore, if the period of probation is to be increased, the present age for the open competition will have to be reduced from 22 to 24 to a lower age. But serious objections are raised by certain Universities to what is known as the intermediate age, as this would cut across their degree courses. We come, therefore, to a consideration of the school-leaving age, and we want to know exactly what objections to it occur to you?—(*Mr. Bruce.*) I think it would be a matter of regret to those interested in the Secondary Schools in England, if a new examination of a competitive character were imposed upon the schools with the prestige and attraction that would attach to an examination for a great public service. The only conditions, I think, on which that could be other than harmful to Secondary Schools would be to have securities taken that the examination should have full regard to what are considered the right kind of studies for the upper parts of Secondary Schools, and also to the right methods of examining in those studies. Both those questions are at present occupying the very serious consideration of the Board. At present we are unable to give you the conclusions to which the Board are likely to come, because we are in the middle of a series of important conferences with the Universities and other bodies on the subject, but, broadly speaking, we think that the curricula in the upper parts of Secondary Schools require a good deal of reorganising on quite definite lines, and there is also need for an examination which will closely follow these lines. Consequently, if an examination with the attractions that this examination would have is suddenly put forward without reference to

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the principles upon which the Board are at present tackling these problems, it might have very unfortunate results. The principles are perhaps best dealt with under the answer to the third question (54,389).

54,400. Can you tell me what is the difference in standard at present as between the top forms of the Secondary Schools and the top forms of the Public Schools?—The two classes run very much into one another. A Secondary School is a general term which really includes, from the purely technical point of view, the Public Schools as well as those which are not generally recognised by that title. It is not a very convenient phrase, because it covers so much, but all the Public Schools, we should say, are secondary schools, though they are doing higher kind of work. The broad line to be drawn between different classes of secondary schools in this country, from the educational point of view, putting aside social and other considerations, is based on the normal leaving age of the pupils. Taking that as a principle of division you have a great mass of schools where the average leaving age is somewhere about 16 or very little over, and a higher type of secondary school where a considerable proportion of the pupils continue their education for a period something like two years beyond that point.

54,401. That you may say is universal amongst what are known as Public Schools?—That is universal amongst the Public Schools, but there are a great many schools, which do not rank as Public Schools, which are also doing that work, and that number is likely to increase. At present it is the policy of the Board that in all great towns in England both these types of schools should be represented, and the local education authorities are realising the necessity for making that provision. The whole system of the local education authorities, as you are aware, is only about 10 or 12 years old, and consequently there has not been time fully to develop a system on these principles, but very considerable progress has already been made. Towns like Sheffield, Bradford, Manchester, Leeds, and towns further south such as Bristol, have this provision already made and working satisfactorily, although the schools would not claim to rank amongst what are popularly called the great public schools.

54,402. Are the larger Secondary Schools now adapting their curriculum to conform to a University Scholarship standard?—Yes.

54,403. Are the Secondary Schools making up on the Public Schools in the matter of winning University Scholarships?—Yes, the list of scholarships of the Universities is becoming a very interesting study in that way. The first appearance of new names of schools is a striking feature now in the list. There are certain day schools, like the Manchester Grammar School, which has always made a very strong appearance in the scholarship list, and that is almost entirely a day school. That

is the type which we hope will develop in most great towns.

54,404. You suggest that we should aim at an examination of the University Scholarship type, with possibly one or two subjects added?—Yes. I should not like you to restrict yourselves to a University Scholarship examination, but to recommend a type of examination which would presuppose something like two years' work after the matriculation standard had been reached. It should be fitted for forms in which the average age was something like 18. In settling the principles of an examination we attach great importance to taking the form as the unit, and not the pupil.

54,405. You would say that an examination, based on the lines you describe, would give a fair chance to an increasing number of candidates from the Secondary Schools?—Yes. I have no doubt that, when provision has been made for first grade Secondary Schools, there will be a large number of candidates, and a growing number, who would be fitted to enter for examinations such as apparently you have in mind. But I wish to repeat at this stage we should consider it a misfortune that a new examination should be imposed, especially under the authority of the State, which did not recognise the principles upon which we are proceeding.

54,406. You do not suggest that we shall have any great difficulty in carrying out your principles?—There is always a certain amount of difficulty in using for competitive purposes an examination which is not designed for that purpose, but I do not think those difficulties are insuperable.

54,407. You deprecate offering too many optional subjects?—Yes. Our theory of the curriculum is that, after the Matriculation stage, which represents the end of what might be called the general course of education, the pupil should be encouraged to begin some modified form of specialisation, not specialisation in the sense in which the Universities understand it, not that the boy should give himself up wholly to History or wholly to Classics or wholly to one branch of Science, but that he should definitely choose from among certain groups of subjects that which he will follow, and that the school should be organised, so far as it is large and rich enough to supply such an organisation, upon those principles. Broadly speaking, we think the subjects would fall into three divisions, Classics with Ancient History, Modern Languages and History, Science and Mathematics. But we also attach very great importance even to modifying further that degree of specialisation. We think it is desirable that, whatever group a boy takes up, he should combine with that the study of some supplementary subject, either one which he has already done something with in his previous school life, or one that he takes up anew, but which is not connected with his main group.

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54,408. You consider that the study of one of the groups of subjects which you have enumerated would be quite compatible with what is understood as a sound general education?—Yes, because in our schools it presupposes a sound general education in the school subjects up to the age of about 16, and we should like a boy, before he goes forward—this may be rather an ideal at present—to his special course to have passed an examination at the end of what we call the general course. You would have in the certificate of his having passed such an examination a fair guarantee that his special work was in the modified form which I have suggested, based upon a sound course of four years in the subjects of general education. All the pupils up to about 16 we think might safely take the same course.

54,409. You hope the Board will succeed in establishing a general Secondary School examination at about the age of 16, and you lay great stress on that point?—Yes, and we are hopeful of its coming to pass in the near future. The bodies, with whom we have conferred, have met us with every desire to work out some plan upon the general lines which I have indicated. The suggestions we have made to them are based on the recommendations contained in a very important report by the Consultative Committee of the Board on the proper way of examining Secondary Schools.

54,410. You suggest the formation of a Committee by which a test of character might be carried out. Would you approve of such a scheme being introduced into an examination for the Indian Civil Service?—(Dr. Heath.) I think such a list would make it surer that the number of candidates, who were taken with unsuitable general characteristics, would be less. I think a Committee would help to weed out candidates who might not be suited for a particular Public Service.

54,411. Would you have the test prior to the Competitive Examination?—No. We are suggesting that the Committee should meet after the Competitive Examination, but before the result was published. It would be part of the examination, and the results of the Competitive Examination would be before the Committee.

54,412. Would you give marks for character?—That is one of the difficulties. I think we do suggest that the Committee should allot marks. Another way of doing it would be to give the Committee the power to alter the order of the Competitive Examination for the purposes of appointment. The Committee might, for instance, have before them a list of names, and after interviewing the first candidate they might come to the decision that, although he was the first on the written part of the examination, he was not the first candidate on the whole, and that the second or the third candidate should be the first.

You can do that, of course, by means of a formal judgment. You can say you will give to candidate No. 3 so many marks which will put him first.

54,413. Looking at it from a practical point of view, do you consider such a scheme could not be carried out successfully?—I think it could be carried out without abuse, but I am not at all sure it could be carried out without criticism, or without the fear of abuse, which is sometimes as bad as abuse.

54,414. You think that such a scheme would result in weeding out more unsuitable candidates than candidates who might become suitable afterwards?—That of course is a very difficult question to answer because no Committee can deal with more than the facts that are in front of them. One of our reasons for taking the view we do in answer to your first question is that, if you have a young man of 18, it is obvious that there is room in the next three or four years for very considerable changes of character and even of power of sustained work. If you have to judge of a man of 18 you are always liable to be wrong in your forecast.

54,415. Does not the existing certificate, which a candidate has to produce before the Competitive Examination, prevent really unsuitable candidates from entering?—I have not seen one of those certificates, and I do not know the nature of them.

54,416. It is a certificate which, if honestly given, and not in a perfunctory manner, would prevent any candidate coming up for examination, whose character was thoroughly unsuitable?—These things are all matters of degree. I have no doubt that you could arrange for a certificate which would keep out a boy who was not reliable or was untruthful or lazy.

54,417. Who had not a good character from the masters he had been under?—Yes; but that is not exactly the kind of judgment, which the proposed Committee would pass.

54,418. The judgment of the Committee will have to be of a speculative character, will it not?—No. There must be a large hypothetical factor in it because the age of the candidate makes that inevitable, but the judgment will be a judgment upon the kind of qualities that one can judge at an interview; resource, intelligence, &c.

54,419. Do you apply this scheme to any of the examinations conducted by the Board of Education?—We have no examination of the kind that you are contemplating, no Competitive Examination. The nearest approach to an examination of that kind is the Training College Examination, and there the Board have no interview test at all, but they allow the Training Colleges to have one. All the candidates above a certain point are declared by the Board to be fit for admission to a Training College, and the authorities at the Training College may interview the candidates

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and very frequently do, and judge whether they will take the candidate or refuse him. But we make no test of that sort.

54,420. If you were formulating a scheme for a Competitive Examination yourself, would you introduce a scheme of this character at the age of 18?—I think I should. Mr. Bruce reminds me that he understands there is something of this kind in the selections for the Navy. (*Mr. Bruce.*) And in the selections for Sandhurst.

54,421. (*Chairman.*) Can you explain the system at Sandhurst?—(*Mr. Bruce.*) I must not be taken as speaking officially for the War Office, but the War Office have power under their Regulations, and exercise the power, to ask headmasters of certain schools to recommend boys to them for cadetships at Sandhurst, and they award a certain number of places after considering those recommendations without requiring the candidate to submit himself to the usual test of examination.

54,422. He does not go through an examination?—No. (*Dr. Heath.*) In the Navy it is the other way round, as you know.

54,423. (*Lord Ronaldshay.*) Do I understand that Secondary Schools are really in two main divisions, schools where the normal leaving age is 16, and schools where the normal leaving age is 18?—(*Mr. Bruce.*) Where at any rate a considerable number of pupils stay till 18. I could not say that the normal leaving age at Eton or Harrow was as high as 18.

54,424. Are there a very large number of Secondary Schools where pupils are not kept after 16?—There are a considerable number where pupils will not stay after 16, though they could if they wished.

54,425. Those schools really would not be interested in this question at all, would they?—I think not.

54,426. It would be only the schools where a considerable proportion of the pupils stayed until 18 who would be really interested in the Indian Civil Service?—That is so.

54,427. Is the examination which your Board intends setting up to be of the nature of a School Leaving Examination with a view to giving a school leaving certificate?—Yes, that would be one of the objects. I suppose, if the certificate was endorsed by the Board of Education, as some people have proposed—and it will very likely be part of the plan—the Board would only give such an endorsement in the case of schools about which they had personal knowledge, schools which were under their own system of inspection. There is no intention on the part of the Board, in discussing these proposals with other bodies, to limit the examination to schools in connection with the Board.

54,428. Do you think that these Secondary Schools, apart from the Public Schools, were interested in the Indian Civil Service Examination, when that examination was held at the school leaving age, 20 years ago?—I should say to a very small extent indeed.

54,429. But you think they would be more largely interested now?—Very much more. If the examination was one which suited the curriculum of the school, and the general practice of Secondary Schools, many Secondary Schools which have not hitherto sent pupils to the Indian Civil Service would be encouraged to do so.

54,430. How do you think the examination, which your Board is trying to get instituted for the higher forms of the Secondary Schools, would compare with the University Scholarship Examination at the present time?—I think it would assume something like the same standard. No doubt the winner of the University Scholarship would have to do a great deal better in the subjects than the ordinary boy in the class to which he belonged, but the general conception of the course on which the examination was to be founded I think would be much the same, except that at present some of the University Examination Scholarships are, from the Secondary School point of view, unduly specialised. We are not satisfied from the Secondary School point of view with the existing methods in all cases of examination for University Scholarships.

54,431. You think it probable that if we were to recommend a Competitive Examination for the Indian Civil Service at a school-leaving age, corresponding as far as possible to the University Scholarship Examination, our Examination would be even more specialised than the Scholarship Examination, and you deprecate it on those grounds?—Yes. I do not think it would bear sufficient relation to the curriculum of the schools, as we think it ought to do. We do not attach so much importance to this particular examination, which we hope to institute, being adopted as the examination for the Civil Service, as to the principle that any examination the Civil Service Commissioners require for the Indian Civil Service should have regard to the ordinary course of studies in Secondary Schools, and not be a system of individual options.

54,432. With regard to Dr. Heath's suggestions for modifying the result of the Competitive Examination in accordance with a character test, have you at all contemplated that a man, who was successful in the Competitive Examination, might fail to get a post in the Indian Civil Service as a result of an alteration in the order after consideration of the character certificates?—(*Dr. Heath.*) I imagine that a Committee such as is suggested, which had before it the opinions of headmasters and other evidence, and its own judgment, might find certain border line cases would have to be transferred in one direction or the other. It might be decided that they could not lift a boy who had failed in the Competitive Examination above the border line. I certainly contemplate that a boy, who is not outstandingly strong in the

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Competitive Examination, and who fails to satisfy the Committee, might fail to get above the border line. I think that is inevitable. Otherwise the effect of the Committee's work upon the whole batch of candidates in front of them would be greater the higher the candidate. If it is to be fair to all the candidates, there must be the possibility of the weakest candidate falling out altogether.

54,433. (*Sir Theodore Morison.*) Could you tell us, Mr. Bruce, when the deliberations which you told us about in connection with the Examination of Secondary Schools are likely to be published?—(*Mr. Bruce.*) I understand at present that the University Examining Bodies, whose co-operation is almost essential to our proposals, are considering them, and are likely to come to some kind of conclusion upon them in their October meeting, and we can hardly expect to hear from them before the middle of October. On receiving their suggestions I think the Board would probably be able to come to a conclusion upon the subject without very much delay. There might be some other conference necessary to consider the proposals, but I do not anticipate there would be very long delay.

54,434. The question is whether your conclusions are likely to be public property before we have to report?—Personally I should be rather disappointed if the Board are not able to make some public announcement by the New Year, but it depends very much on the other subjects which occupy the attention of the Board.

54,435. Laying stress as you do, and we do also, upon the necessity of the examination taking the school curriculum into account, could you, as an expert, sketch for us the kind of examination, which you think would do the least harm to secondary education in this country? Could you put before us a tentative scheme of examination drawn up by you, with the subjects and the marks?—The Board have never undertaken the functions of an Examining body of Secondary Schools.

54,436. You warned us not to injure secondary education in this country, and my difficulty is that we are not a body competent to draw up this examination, and therefore I ask for your assistance in the matter?—I think the body that would be most competent to help you in that way would be the Civil Service Commissioners, if they would sketch out what an examination upon the lines we have indicated would mean. They have an expert staff for this purpose. No doubt some members of the Commission have read the remarkable series of letters which the Chief Civil Service Commissioner addressed to the "Times" and which were published in the Educational Supplement. Those principles are in very close agreement with the principles which I have indicated this morning, and consequently I should think it would be quite fair to ask the Civil Service Commissioners, who are the expert body for this purpose, to work out

what an examination on those lines would mean.

54,437. We have examined Mr. Leathes, and I was not quite certain that his recommendations and yours were identical?—I have not seen his evidence.

54,438. I was not satisfied that you were saying exactly the same thing. Hitherto the Civil Service Commissioners have chiefly devoted themselves to University education and not to school education?—Some of the examinations which they are now conducting are examinations for pupils of Secondary School age. Your Secretary forwarded to us a scheme of examination for pupils about the age of 18.

54,439. I should very much like to hear your opinion upon that scheme?—Our criticism of that scheme was that it allowed a system of options far beyond anything we think is wholesome for Secondary Schools. It did not recognise clearly the group system. It is left practically to the candidate to say what he will take up, and he will make the selection which is most likely to get him the most marks. He will seek advice upon that subject and get much better advice from the crammer than from the Secondary School masters.

54,440. I understand that was the scheme which Mr. Leathes approved of, and that is why I asked you this question?—If so, it does not at all correspond with the principles laid down in the remarkable letters to which I have referred.

54,441. The difficulty of interpreting these general principles in terms of an examination makes me ask you that question. I quite agree that, on the letters published and also on the general evidence, you and Mr. Leathes think absolutely the same, but when I see that interpreted in terms of an examination it does not seem to me that they do correspond?—We would definitely restrict the candidate to a choice amongst groups.

54,442. Do I understand, from the grouping you give in your memorandum, that a boy trained in one of the Scottish Schools, possibly a University, whose Mathematics and Classics were about the same, would not be able to present both as of equal value?—(*Dr. Heath.*) We are not thinking of the Scottish Schools. (*Mr. Bruce.*) I have no knowledge of Scottish Schools.

54,442a. We have to get under one cover the different types of education, and that is one of our difficulties?—(*Mr. Bruce.*) On our view of the curriculum, we should think it very desirable that a boy who took the classical course should, if he was interested in Mathematics, pursue his study in Mathematics as his supplementary subject.

54,443. When you allow a man to take a supplementary subject outside his main group, I understand it would be marked and valued differently?—Yes, it would be examined upon a different standard.

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54,444. Take the boy who was in the Sixth Form of a Public School, which is Classical, and was also a good mathematician, and who would very likely pursue Mathematics afterwards at the University?—Those are exceptional cases. We have to deal with the schools as a whole, and it is better for the schools as a whole to adopt a really intelligent system of grouping, which will suit the bulk of the pupils, than to provide for these rather exceptional young people.

54,445. Supposing some test of general knowledge was passed at 16, you would expect the boy to elect for either one group or the other?—Yes, but I may say that, if your examination is to be an examination for the purpose of testing intellectual promise, and not merely attainment, attention would be given to the choice of the supplementary subjects. It would be a very valuable means of obtaining light upon the candidate's intellectual promise.

54,446. How do you introduce the supplementary subjects without giving an opening for the crammer? What encourages the crammer is that he can go all over the "possibles" and see the subjects upon which the man can get the highest number of marks and train him in those. Therefore the marking of the supplementary questions is of very great importance?—It would be.

54,447. Let us take, as a sample, Classics and Ancient History. Supposing you allowed a total of 5,000 marks for that group, would you allow him to take anything in addition to that, or would he have to drop a certain number of classical subjects and bring in others and still keep within the total of 5,000 marks?—I think that is a matter for the expert Examining Body rather than for us, but I should be quite ready to see the marks given in addition.

54,448. Without a limit?—A limit of subjects, certainly, because at school he would not be allowed to take more than a certain number of supplementary subjects.

54,449. He may take, we will say, two?—Possibly.

54,450. How would you mark those relatively to his main group?—I suppose they would be marked upon a lower scale.

54,451. But what proportion?—That I do not think I am justified in giving an opinion upon. I am an administrative officer, not an examining expert.

54,452. Do I understand, Dr. Heath, that one of your objections to the lowering of the age is your fear that the Civil servant will not have as complete an education as you desire? I am referring rather to the paragraph in which you say that the Board are convinced that high administrative posts demand the best and most prolonged education available in this country?—(Dr. Heath.) He obviously will not have had as complete an education. If a man begins work two years earlier than another man, the man who begins younger must have had less education.

54,453. We were very much impressed with the evidence in India as to the desirability of men going out earlier, and the importance of their getting a University education. The idea was that we should try to secure them the best University education we could, but one that should have a definite bearing upon their Indian career, and we thought that, if we could institute at the University something like an Indian Greats, we should be able to get for them the benefit of a University education, and at the same time turn their minds toward India. I gather from certain witnesses from the Universities that the institution of a school of Indian Studies is not only not out of the question but opens up very great possibilities?—(Dr. Heath.) I do not want to suggest at all that a University course, which has a professional outlook, is not a true University education.

54,454. The subjects which we wish to lay stress upon are subjects which are already recognised as University subjects, Law, Oriental Languages, and History. The point is that the particular grouping which we suggest has not hitherto been made, a grouping that is around India, and we should like to know whether you think it is a bad principle of grouping?—Not at all. I was not aware what you had in mind. It was only the general point that if you shortened the higher education of any man, he has less education than if it is made longer. I did not desire to express any opinion at all detrimental to the organisation of a University course including Law and Oriental subjects. I should be the last to do that.

54,455. To that extent, therefore, you do not criticise our proposal from the point of view that it would present imperfectly educated persons?—No. If you can get the right men into that course, and if you can get a good University course extending over three or four years—four years for an Honours man—including these subjects, those men will have had a University education, which is what I was appealing for.

54,456. Our scheme does contemplate a University education, but of a different kind from the one at present given?—One which is more closely related to their after life.

54,457. And it creates a very definite set of interests in another direction. Therefore, your main objection remains as to the difficulty of choice, that it is more difficult to choose, the earlier you exercise your choice in life, and easier to choose the later you exercise it?—Within limits. It is certainly true that the younger you choose the more difficult the choice is, and I think the experience of the award of Junior Exhibitions for school purposes bears that out. The number of boys who do not justify an earlier choice is much greater. The older the boys among whom the choice is made the smaller the percentage of failures.

54,458. How large is the number of services or professions which choose at the early

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age rather than at the late University age? The Royal Engineers at Woolwich strike me as an example of a very distinguished body of men being chosen at the younger age. Do you know whether they have a large percentage of failures?—I do not know. The Navy is a more extreme case.

54,459. I was thinking of the Engineers as a very distinguished body of men, and I do not know that complaints are received?—I do not know anything about Woolwich.

54,460. You think that the difficulty of choice is a drawback to our system?—Yes.

54,461. But you would not be prepared to say that it outweighs the difficulties on the other side?—I have no opinion at all.

54,462. It is in each case a balance of disadvantages?—Exactly.

54,463. The disadvantage on which you still lay emphasis is that it will be more difficult for us to be sure of the men if we choose them between 18 and 20?—Especially because we do not see how any examination of this kind can be confined to boys from schools. We do not think it is practicable to confine the examination to boys who come up from the schools which keep their pupils till 18?—(Mr. Bruce.) I agree with that.

54,464. Mr. Leathes told us that he did not see any particular difficulty in insisting on boys not having left recognised schools until a short time before the examination, the school being one recognised by the Board of Education, or by the Civil Service Commissioners?—(Mr. Bruce.) I can imagine that might be so if there were in this country a national system of education which really covered the whole ground and was well established in public confidence. But at present we are a very long way off that, and until we get some system of that kind we are satisfied that in any reforms we ourselves are likely to propose in the examination system we should not assume that examinations established with the approval of the State should be restricted to those who were attending schools which had been inspected and approved by the State.

54,465. Approved meaning the same as recognised as efficient?—Yes.

54,466. Do you know at all what proportion of the schools which keep boys up to 18 are recognised as efficient by the Board?—We have so little information at present about the private schools in the country that it would be impossible to give accurate figures upon that point. Taking schools of a public nature, a large and increasing proportion are now taking advantage of State inspection. I should think about 60 per cent. of the schools represented on the Headmasters' Conference, a body which represents the higher Secondary Schools, have subjected themselves to State inspection.

54,467. (Mr. Gokhale.) I should like to know what is this Teachers' Registration Council which you would like to see repre-

sented on the Committee?—(Dr. Heath.) That is a new Council recently established by order of the Privy Council under one of the Board of Education Acts for the purpose of constructing a register of all kinds and grades of teachers in this country. It is a Council representative of the teaching profession.

54,468. Why do you want these four bodies to be represented on the Committee for testing character and school record: the India Office, the Civil Service Commission, the Board of Education, and the Teachers' Registration Council?—We thought that the India Office would be naturally represented as the Department of State most intimately concerned with the recruitment of officers for India.

54,469. They have nothing to do at present with the examination, which is managed by the Civil Service Commissioners?—The notion behind this Committee is not an examination in the ordinary sense, but an interview and a judgment of the man as a man. The India Office is represented upon the Selection Committee that deals with recruitment for the Indian Educational Service in this country, and that was the reason why it was suggested. I need say nothing with regard to the Civil Service Commissioners. With regard to the Board of Education, that is the Department of State which is responsible for the general supervision of secondary schools in this country, the institutions which would supply the major number of candidates even if the examination were open to other persons. The Board of Education would be responsible, probably, for the institutions from which they came if they were public ones, and therefore we suggested the Board of Education.

54,470. I should have thought that the Civil Service Commissioners and the Teachers' Registration Council between them might have sufficed. You want some men who are in the habit of assessing, so to say, these certificates, who will be able to say exactly what value to attach to a certificate coming from teachers of a certain standard, and you have the Civil Service Commissioners who are responsible for the conduct of the whole examination. Would not that suffice?—I think it would be less satisfactory. I think a variety of attitude towards the different factors of the problem is important, that the Board of Education would naturally be represented by one of its inspectors, that the opinion of that inspector as to the value of a certificate from a particular school would be of great importance. The Civil Service Commissioners could not tell whether a certificate of character from a particular school was completely reliable; the only body that could tell that would be the Board of Education who, through their inspectors, know the teachers and can appraise their opinions.

54,471. I should have feared that the more elements you have represented on a Committee like this the greater was the likelihood of difficulties arising, and that a body like the

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India Office might have been kept out because then other considerations might come in. It would cease to be an examination from the academic standpoint pure and simple. If your suggestion is adopted, and if a similar Board is constituted for Indian students in India, other considerations are almost certain to be brought in by representatives of the administration and the examination would cease to be purely academic?—Of that I know nothing, but I can speak with some experience of the working of a Committee constituted in exactly this way. It is really surprising how rapidly that Committee reaches unanimity. I have been Chairman of a Committee of Selection of that kind for four or five years, and I cannot remember a single instance in which the Committee broke up without a unanimous decision. Sometimes it was a decision to postpone a decision, but the variety of experience does not really cause any difficulty of that sort when the Committee has practical work to do. It helps.

54,472. Will the candidates be assigned marks for character?—I must not be taken as expressing an opinion as to how their judgment shall be brought to bear upon the total result; I think that will need very careful consideration. There are many points, some of them not of a strictly educational kind, which must be borne in mind if this were really seriously considered. I should be sorry to be thought to express definitely the best way of rendering the opinion of the Committee effective. Marks would be one way of doing it.

54,473. You would not give the Committee unlimited power to alter the order of merit on grounds which they would not disclose?—I did not contemplate that at all. They must act within clearly defined limits which must be placed upon them by the authority responsible.

54,474. In the last resort that must come to some system of marks. Suppose there are 10 candidates and the first has 3,000 marks, the second 2,500 and so on. How are the Committee going to put the first man third, and the second man fourth, and the third man above both?—That would be one way of doing it.

54,475. Is there any other way by which they can do it?—They could do it without assigning marks.

54,476. That means unlimited power. How would you put down on paper the principles on which they are to proceed?—No doubt it would be easier to do it by marks.

54,477. If you give marks where is the objection to the marks of the unsuccessful candidates being published? You say the system does involve the abandonment of the practice of publishing the marks obtained by the unsuccessful. If marks are given for character you could publish the total marks, could you not?—Perhaps you could, but I do not know.

54,478. Otherwise how is the thing to work?—All those are points which would

want very careful consideration in the light of many factors.

54,479. You spoke of the Training Colleges interviewing successful candidates: are there many rejections in their case?—I could not say, because there are certain limits within which Training Colleges may act in selecting. They may not reject candidates for certain reasons; in fact they may only select and reject candidates upon the likelihood of their doing well or not doing well in the Training College, and not on purely personal grounds. But we have no record of the action of the Training College with regard to the selection of candidates.

54,480. (*Mr. Sly.*) One of the objections that has been raised to the competitive examination at the school-leaving age is that it would be extremely difficult to frame an examination that would give equal chances to different classes of schools, for instance to the so-called Public Schools and the Government Secondary Schools. It has been stated before us that the inevitable tendency would be to assign too small a number of marks for Classics by reason of the great pressure that would be brought upon the examining body by the large body of Secondary Schools. Do you think that difficulty would be great in framing a scheme for such a competitive examination?—(*Mr. Bruce.*) I should have said not. Our view of the curriculum and of the examination based upon it is that these groups would be as far as possible equalised in value. I know that that is a difficult examiner's problem, but we think that is the only possible way of getting a fairly equal balance in school studies.

54,481. Can you tell us whether the school-leaving examination in England will include any examination of the school record or other test of character?—The Consultative Committee upon whose report the Board are trying to frame some new regulations for examination attach very great importance to taking the school record—the educational record, not the moral record—of the pupils into account in the award of a certificate. The Board of Education, and the bodies with whom they are now in conference, see great practical difficulties in at once starting a system of that character as part of an obligatory scheme, but they are very anxious to leave the door open for experiments in that direction. Some examining bodies already place upon the certificate certain elements of a school record.

54,482. Do I understand that the school record would deal only with the intellectual work of the boys at school and not with their moral character?—We should be quite prepared to see it include statements as to the boy's tastes out of school or as to his success in school sports or even as to his development of the qualities of leadership, but we do not think it is possible at present to prescribe that as part of the system of a school certificate.

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54,483. If this school-leaving examination is held at the age of 16 and a competitive examination for the Indian Civil Service were fixed somewhere about the age of 18, would the Government Secondary Schools be in a position to provide education for the students for those two years, between 16 and 18?—Some of them would and some of them would not. The proportion that would is growing slowly but steadily.

54,484. During the past generation, there has been a tendency in English education to leave school at a somewhat older age and also to leave the University at a somewhat older age. We were told the other day by an educational witness that at the present time, there was apparently a tendency to retrace that step to some extent, to reduce it to a slight extent, and that it might be possible for us to fix even younger ages than are fixed at present and yet secure the advantages of University candidates. Can you tell us from your experience whether there is such a tendency at the present time?—I should not have said there were signs of such a tendency. As far as we see signs of a tendency it is in the other direction, the direction of raising the age in the Universities, other than the Universities of Oxford and Cambridge. So far as I am personally aware, I do not know that there is any tendency to lower the age at Oxford or Cambridge. (*Dr. Heath.*) There are figures published as to the age of entrance to the modern Universities in the Blue Book of the Board of Education.

54,485. (*Mr. Fisher.*) Could you give us any idea as to the sort of field we should get in an examination held at the school-leaving age? Would that examination attract a great number of clever boys?—(*Mr. Bruce.*) I think if it were based upon the school curriculum it would attract a considerable number of boys from the Secondary Schools which are doing the higher work, but it will be part of the system of the Board, I imagine, if they introduce examinations of the character I have indicated, to forbid schools to give special preparation for any external examinations other than those approved by the Board. So that, unless the examination for the Indian Civil Service were based upon the school curriculum, the only way of getting special preparation would probably be to leave the school and go to a crammer's, or to some other school, which was not subject to the power of the Board in that respect.

54,486. I suppose that the attractions of the examination would be increased by the prospect of a subsidised University career?—Undoubtedly, that would be so.

54,487. I see one difficulty in regard to your suggestion to specialise in three main directions, Classics, Modern Languages, Mathematics and Science, and that is that the Classical and Mathematical group would surely always be harder than the Modern Languages and History group?—Our inspectors

are inclined to think that the Modern Language and History group has never received a fair chance, and that there is no reason, if it is properly handled, why there should be such a very marked difference.

54,488. I assume you agree that at the present moment the ablest boys in England are being trained on Classics and Mathematics?—Yes. That is partly accounted for by the fact that they get much better chances of emoluments and prizes by following that course, and also by the fact that the organisation of that branch of Secondary School studies is far ahead of the organisation of other branches of school studies. The great defect in the modern sides of schools, and the reason why they have not made the progress that was expected of them at one time, is that they confused in one organisation, the modern side, all the subjects which were not Classics, and consequently the modern side has broken down under the weight of the number of different subjects and different objects which it had to reconcile. If you could get a real distinction drawn between a course of modern studies, and a course of Science and Mathematics—and they do form quite distinct groups, and point to quite distinct vocations ultimately—you would get a new life put into those studies. You would have more men of ability teaching them and attract much abler pupils to the course.

54,489. Will there not be a danger that, if we accept this principle of examination, for the first few years, until the modern sides become organised efficiently and their teaching reaches the same level as the teaching in Classics and Mathematics in our Public Schools, you may have boys of somewhat inferior quality beating classical and mathematical boys?—That might be so in some of the older Public Schools. On the other hand, you do tap quite a new source by giving an equal chance to those other groups, because you bring in the more popular Secondary Schools which are doing higher work. In those you very often find that the organisation in the teaching of modern subjects and Science and Mathematics is extremely good. They have very able teachers and the best opportunities in those subjects. You would be tapping quite a new reservoir of ability.

54,490. But would not that reservoir of ability be tapped by Mathematics and Science?—Yes, but also by modern studies of a literary kind.

54,491. It appears to me that, however you arrange your examination, Mathematics and Science will always be a harder subject, and I should have thought a more educational subject, than Modern Languages and History for school-boys?—I do not know that I should be prepared to accept that view. I think it is rash to assume that a course of education in science is harder than a course of education in modern civilisation.

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54,492. I rather gather, Dr. Heath, that you would favour the idea of accepting as part of the examination some record of character?—(Dr. Heath.) Yes, undoubtedly.

54,493. Can you tell me what the Scottish experience is as to the results of those school records?—I am afraid I cannot with regard to character.

54,494. That is an integral part of their school-leaving certificate?—Yes.

54,495. You do not happen to know whether the result of the school record tends on the whole to confirm the result of the competitive examination or to correct it?—No.

54,496. I suppose that if you have an examination at 19 it would be desirable to have a *vivâ voce* in any case?—I think so.

54,497. More desirable than if you had an examination at 23 or 24?—Perhaps. (Mr. Bruce.) I do not think I could offer an opinion on the comparative importance.

54,498. I suppose the considerations to which you attach value, which you think might be assessed by this Board, might be represented as so many marks given on the *vivâ voce* examination?—(Dr. Heath.) They might be.

54,499. Do you happen to know whether that is the method of procedure in the case of the Navy?—I do not. The *vivâ voce* for the Navy precedes the examination; it is really an interview. I have never served on that Committee.

54,500. (Mr. Madge.) You have agreed to tell us broadly that the school-leaving age does not disclose the bent of mind as well as it is disclosed afterwards. Would it be a fair inference from that opinion that it is a fatal objection to the lowering of the age, apart from anything we could tell you about India—looking at it purely from the British educational point of view?—(Dr. Heath.) I think the word “fatal” is difficult to comply with. It is always a question of balancing objections, but it certainly is a serious difficulty. (Mr. Bruce.) I agree.

54,501. In the course of your answers you record the evidence for the safest late age. There were three points put to you, the evidence for the safest late age, special training, and objection to the school-leaving age, in deciding the age men should be chosen for the competition. Suppose the question were raised as to what would be the safest evidence to accept for the latest age for selection for the Civil Service, and supposing the heads of schools and colleges were all of one or other opinion, would you consider them the safest authority you could accept on that point?—(Dr. Heath.) If I were in a judicial capacity on that problem, I do not think I would accept any one opinion as exactly decisive. I should have to weigh the evidence. The teacher, the head of the school, or the head of the college, sees the problem from

one end; the administrator sees it from another.

54,502. But the statement that has been made to you, that there is a great body of evidence in favour of lowering the age, does not at all mean that there is not also a very decided opinion against it. With these facts in mind, from whom could you accept, if from anybody, the opinion as to the safest age?—I should find it very difficult to suggest a class of persons whose opinion I should take as decisive on a matter of this sort.

54,503. Your suggestion of allotting marks for character is not the first that has been made to us. It was also made in India. One objection taken to it you have almost guessed by saying that if not open to abuse it was open to suspicion of abuse. You have probably in mind the Privy Council decision that Courts have to maintain not only purity but public confidence in their purity, and one of the elements we have to consider is public confidence in any method you recommend. Do you not think that is rather an objection to any method of selection?—I cannot express an opinion upon that, because I am not sufficiently acquainted with the body of opinion that might or might not have confidence.

54,504. Would there be no other method of character testing but that of assigning marks?—I expressly said that I did not think the assigning of marks was necessarily the right way of doing it.

54,505. But does any other way occur to you?—I should imagine that the Committee, having interviewed the candidates and formed certain judgments with regard to the evidences of character, from their own impressions, and having before them the order of merit on the examination, might make a report to the Secretary of State, and not themselves make any alteration in the order at all.

54,506. Would that be in any sense confidential?—It might or might not be. I am only suggesting that that is another way of dealing with it.

54,507. (Mr. Abdur Rahim.) You say in your written answers: “It has, however, convinced them that high administrative posts demand the best and most prolonged education available in this country.” Do I understand that you incline to the opinion that Englishmen at the age of 25, as at present, would be better fitted educationally to discharge the responsible duties which will be entrusted to them in India than at the age of 22?—(Dr. Heath.) I expressly said that we cannot express an opinion about the needs of the Indian Civil Service.

54,508. I mean as regards the educational fitness?—With regard to administrative work in general, I should certainly say that a man, who had been educated up to the age of 25, is better fitted for administrative work than a man of 22, but it does not follow that particular kinds of administrative work may

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not need a younger age. On that I can express no opinion at all.

54,509. Supposing I told you that one class of work, which a civilian has to do very soon after his arrival in India, is to exercise magisterial powers of a very extensive order, sentencing people to hard labour for two years for instance. I suppose you would consider that very responsible work?—Undoubtedly.

54,510. And having regard to the education in this country you would consider a man of 25 better fitted to discharge these duties than a man of 22?—It would be very difficult for me to say whether it was so or not in India. It is not a point upon which I am competent to express an opinion. I was thinking rather of administrative work of which I have some knowledge.

54,511. I take it that a man of maturer judgment, even in India, is better able to discharge his duties than a man of less mature judgment?—I think so.

54,512. As regards what you have suggested, Mr. Bruce, about the examination, I think you insisted that the subjects of the examination, if the age were reduced, must conform to the curriculum of the schools here?—(Mr. Bruce.) Yes, if injury to the schools is to be avoided.

54,513. And you would allow very few options?—Very few.

54,514. So far as I am aware, Indian subjects, for instance Indian history, Arabic, Sanskrit, and Persian, do not form part of the curriculum of any school here?—That is probably so.

54,515. Would you exclude them as a group of subjects, supposing an examination was held at the school-leaving age?—I have no doubt that a good many schools give a general grounding in the history of British rule in India and of India itself, sufficient to lead up to a deeper study of the subject; but I should have thought that the special study of Indian history, in the sense which you contemplate, would be a subject for the years of study which, I understand, are proposed after the competitive examination is passed.

54,516. But taking subjects of Oriental culture, like Arabic and Persian and Sanskrit, would you have any objection to having a group of that sort for examination at the school-leaving age?—I think it would probably be better to postpone studies of that sort until after the school-leaving age. The student would be better prepared for them if he had had a regular training with pupils of his own age in the ordinary subjects of European culture.

54,517. Supposing the age was reduced to 18, would you allow any Indian schools to send up boys for that examination?—At present we do not contemplate the exclusion of any candidates of school age from the examination. We do not even contemplate that they should

have attended a school at all. Before the certificate is awarded, or at any rate a certificate endorsed by the Board, we may require something further, but it would be permissible for any candidate of school age to enter for the examination and be told whether he had passed or not.

54,518. If there was no group of Indian subjects such as I have suggested, Indian students would be at a great disadvantage?—If it is desirable to make provision for Indian candidates in England, I think it might be quite possible for the Civil Service Commissioners to have a group of that sort for their benefit.

54,519. If this London examination were to be made practically open, then you ought to recognise some group of subjects like that?—Yes. If it is desirable to examine Indian candidates in England I think that would be so, but I do not think that would be contrary to the principle I have laid down that there should be groups based upon some definite and intelligible educational principle.

54,520. Do I understand that you would not object to a group such as the one I have suggested as an optional group?—I should not object to it as an optional group for an examination of this sort, but I should object to it as a group which it was desirable to provide for in the ordinary English Secondary Schools.

54,521. I mean for the Civil Service examination?—I have no objection to raise to that.

54,522. I understood Dr. Heath to say that he would consider this a part of a liberal University education?—The examination we were talking about was to come before the University course.

54,523. Yes, but that would lead to that conclusion?—Certainly.

54,524. I understand Dr. Heath to say that he has had experience on sub-committees of selection of this kind?—(Dr. Heath.) Not working exactly in the way suggested here, because the Committee of which I have had experience is a committee of selection which makes recommendations to the Secretary of State and is not a Committee which is attached to an examination.

54,525. You want to invest a margin of discretion in the Committee?—Yes.

54,526. It is not a rigid system with marking of answers to particular questions or anything of that sort?—No.

54,527. You would have the Committee interview the candidate and form certain opinions upon his previous history and by talking to him to find out whether he was a proper man for the Civil Service?—Yes.

54,528. So that after the examination you really do want a certain amount of selection to be gone through?—Yes.

54,529. I understood from the answer you gave to Lord Ronaldshay that there is the

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possibility of the rejection of some men who secure places in the competitive examination?—Yes.

54,530. It follows that supposing there are 50 places for competition you must take into account a larger number than 50 in order to provide for the possibility of rejection?—Yes.

54,531. So that, theoretically speaking, it would not be a strictly competitive examination, but a qualifying examination?—It is competitive in the sense in which the Home Civil Service is competitive now. Men fall out or do not accept appointments, and then the next man on the list receives the appointment.

54,532. But you leave it to the choice of the man or to some definite examination like the medical examination. If 50 men are wanted you would not take merely the first 50; you will have to include say, five more to provide against the possibility of rejection?—Yes.

54,533. As regards the order in which they are arranged, you will allow the Committee discretion to alter that arrangement?—Yes.

54,534-5. So that it would be very considerably different from the present system of Civil Service examination?—Certainly.

54,536. (*Sir Murray Hammick.*) I suppose most of these Secondary Schools which would send up candidates under the system proposed are day schools?—(*Mr. Bruce.*) Day schools and sometimes mixed day and boarding. The new schools that would be brought in would be mostly day schools.

54,537. We have had some medical evidence to the effect that the standard of physical excellence in the successful candidates who come from the older public schools is distinctly higher than that of those candidates who come up from the new modern Secondary Schools, and we have also had some evidence in India that although failures of successful candidates who come out in the Civil Service are not frequent there is a certain proportion who come out who, both physically and in point of character, had much better have never come out to India, and that therefore the competitive examination has not been successful in weeding out those failures. Do you not think that if we lower the age of the examination to 18 or 19 and then bring in candidates from all these Secondary Schools, day schools, giving the Public Schools a much less number of the candidates than they have now, the mere competitive examination would be a much less certain method of selecting the men who are really suitable for an Indian career than a method in which selection played a great part?—That is my personal opinion. I think it would be to the advantage of the Public Service that a purely competitive examination should be in some way checked and modified

by the observation of other qualities and characteristics.

54,538. We are reasonably certain, from the places of education from which these boys come, that purely intellectual selection will produce a boy who has the character necessary for the Service that he is going into, but if you widen the schools from which you are going to bring up the boys, as would be done by reducing the age to 17 and 18 and making the course fit in with the curriculum of these Secondary Schools, which are increasing so enormously in all our big towns, a method of selection by pure competition becomes much more dangerous?—I suppose the medical examination, if it is a thorough one, would save you from some of the dangers you anticipate.

54,539. It might to a certain extent, but taking the moral and character features, do not you think the traditions of the older schools from which the boys come up now play a great part in producing men who are likely to be successful in India?—I do, but I would also say that the new schools that are growing up are establishing the same traditions, and that you have in many of these schools quite as high a standard of what a boy owes to his school and to his country and to his family and to himself as you have in the older schools.

54,540. But taking any big day school, do you not think the influence of the personality of the masters and the superiors in that school cannot have the same effect on the boys as it has in the large boarding schools such as our great Public Schools?—There are a good many large public schools which are already sending candidates to the Civil Service that are day schools. Take St. Paul's and Dulwich; I have no doubt that both those schools contribute a certain number of candidates. I agree that for some purposes the boarding school system offers facilities for the training of character in certain directions, but it also neglects the formation of character in other directions. The day school has its own methods and its own facilities for training character. One of the most interesting developments of Secondary Schools in this country is to be seen in the steps that are being taken by the staffs of the day schools to supplement their deficiencies as compared with the boarding schools. They cultivate *esprit de corps* by forming the boys into houses or associations, so that they have all the inspiriting influences of competitions in games and other things. They also form societies, and join the Officers' Training Corps movement and the Scout movement. All these things are doing a great deal to redress the balance in the direction you point out.

54,541. (*Mr. Macdonald.*) Have these questions which you put in been answered with experience of the men who have gone up for the Indian Civil Service and the results of their work in India?—(*Mr. Bruce.*) No. Both

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my colleague and I have said that we have no special experience of Indian conditions.

54,542. Consequently you have not answered them with any idea in your mind of what the proper relation between the age of a candidate, his education, and his work on the Indian Civil Service, entails?—No.

54,543. Do you definitely suggest to the Commission that we should recommend the establishment of this Board of Selection, or do you just throw it out as something passing in your own mind?—We are giving evidence here not as representing the Board, but as officials of the Board who have had certain kinds of experience. We have indicated that we are not entirely in sympathy with this proposal to lower the age. But supposing that is the system which we are asked to advise you upon, we have suggested that it would be of advantage to have some kind of committee of selection to consider other points in the selection of candidates than those which can be tested by a purely written examination.

54,544. And you think it is a practicable proposal?—I believe it is. I believe there is a growing feeling in this country of dissatisfaction with the purely written examination test, and if it could be shown that there was an opportunity of having an experiment tried the country would be glad to see it tried.

54,545. You would not only select the individual candidate, but also select a training that all candidates would have to go through? For instance, how could you ascertain the character and school educational attainments of a candidate who came from a German school for the purpose of passing this examination?—Undoubtedly the adoption of this system of modifying the examination would tend to the advantage of schools which form part of our own national system.

54,546. And also schools of a certain class and certain grade?—Of a certain educational grade, but not of a certain class in the sense of social distinction.

54,547. Take the value that must be placed by any Selecting Board upon certificates; would they or would they not, in your opinion, place a higher value upon a certificate coming from a boarding school, say Eton, Harrow, or Winchester, than upon a certificate coming from some sort of more or

less obscure secondary school, say, in Scotland?—I believe that a committee constructed on these lines might be trusted to do its utmost to hold the balance even in that respect.

54,548. And to give confidence to everybody that they were doing so?—I believe so. If people are ready to place confidence in anything other than a purely written examination, I believe this is the kind of body that might secure public confidence.

54,549. You have referred to the moral influence of boarding schools, but I suppose you will agree there is also a very great moral influence in family upbringing?—I do very strongly.

54,550. If I take the view that it is far better for my children to remain at home, and I am very much opposed to boarding schools, you will admit, I think, some reason for my opinion?—I have much sympathy with that view myself.

54,551. Under those circumstances, you would also agree that if you are really going to value the potential character of a boy of 19 or a youth of 21 or 22, his family training ought to be very important, and consequently this Board must take into account the certificates given by the children's parents?—That is an ideal state of things. One would like to know everything about the boy from his birth upwards, and a student of eugenics would require that you should know a great deal about him even before, but I doubt if that is practicable in the present conditions of society. The adoption of this system would be to the disadvantage of those who were not educated in a system under State supervision.

54,552. Those who are not educated under what you would call the normal system or national system would be severely handicapped by the adoption of this proposal?—I think they would be.

54,553. (*Mr. Fisher.*) Are you disposed to attach much importance to a *vivâ voce* examination?—(*Mr. Bruce.*) Yes, I am myself, especially if the examination is to be a test of intellectual promise.

54,554. You would certainly recommend the inclusion of a *vivâ voce* examination in a competitive examination at the school-leaving age for the Indian Civil Service?—Yes, personally, I should. (*Dr. Heath.*) I should also.

(The witnesses withdrew.)

Professor DUDLEY J. MEDLEY, M.A., Chairman of Appointments Committee, Glasgow University.

*Written answers relating to the Indian Civil Service.*

54,555. What is the opinion held by the authorities of the Glasgow University with regard to a view, which was given in evidence in India, that Indian Civilians now come out to India too old, and with an insufficient knowledge of Law and other specialised subjects required for the performance of their

duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities, or at a special institution established for that purpose?—The University of Glasgow is asked by the Royal Commission on the Public Services in India to give an

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opinion regarding the methods of recruitment and system of probation most suitable for the Indian Civil Service. On the latter of these two points the experience of this University as such is naturally limited. There is no system of tuition or supervision designed for Indian Civil Service probationers, nor is the University in a position to devise an Honours course in Indian studies, although provision already exists for a course in Semitic languages. On the question of the methods of recruitment, however, there are certain considerations which it appears to us most important that the Commissioners should take account. Most of the students who enter from this University for Civil Service Class I. appointments select the Indian Service. So far we have not supplied a large number, but the public services are attracting in increasing numbers some of our very best material. Very rarely indeed do any of these candidates come to the University with the intention of competing for such appointments; the suggestion is made to them in the course of their University career. It is to be borne in mind that the situation in Scotland is quite different to the situation in England. The students of a Scottish University are for the most part of a different social type to the English Public School boy who is found at Oxford or Cambridge; moreover they have undergone a different type of training. The Scottish schoolmaster seldom springs from the professional classes. Unlike the English schoolmaster, he is not necessarily familiar through his relatives and friends with the conditions of public service. This question of the choice of careers is so largely a matter of knowledge or lack of knowledge that caution is necessary in interfering with the existing sources of supply. Such an alteration of the age as would make it impossible for the University candidate to compete would, so far as the West of Scotland is concerned (and we believe the same would be true of the whole of Scotland), entirely extinguish the Scottish system of education as a source of supply. It is true that Scottish candidates offered themselves for the Indian Civil Service when the limit of age was at 19, but it must be remembered that the age of entrance to the Universities in Scotland has risen considerably within recent years. The return to an age limit intended to suit the schoolboy would act only less disastrously in Scotland than in England, in excluding the candidate with some tincture of University training.

But in the interests of Scottish candidates we would urge a further consideration. The ambitious Scottish student is very adaptable, but he needs opportunities which his home surroundings only too often cannot give him. Boarding schools of the English type with their monitorial system give opportunities for the development of practical faculties, which, despite attempts to supply them, are possible only to a limited degree in the great day

schools of Scotland. At the Universities such opportunities are far more numerous. In addition to the Officers' Training Corps, which is the most powerful organisation in the University, there are the Students' Representative Council, the Students' Union, and numberless societies, literary, social, political, athletic. Office in any of these bodies brings with it the opportunity for acquiring knowledge of men and affairs which is an invaluable training for the responsible work of life. Most if not all of this would be lost to the Scottish boy if the age of entrance to the public services were substantially lowered.

Further, we venture to think that the practical exclusion of the Scottish student would be a loss to the public service. The prevalent type of Indian Civilian has no doubt been the English public school boy. Considering the social class from which the public services are drawn, that is natural. But room has always been found for the student of a different type, and there is need of both in the Service. They represent different qualities of mind and character as well as different methods of training. The professions in Scotland are far more democratic in their clientele than in England, and there is scarcely any class tradition to maintain them. The loss or the diminution of the Scottish element which has played so conspicuous a part in the building up of our administration in India would be a serious damage to the whole Empire.

As an educational body we naturally believe that the full efficiency of the public services requires a regular supply of men of the highest education. Where these are to come from except from the Universities it is difficult to see. Evidently the Commissioners are face to face with the important question which is being discussed on all sides of the relation between general and specialised or professional training. Speaking as a body charged with the conduct of higher education and in view of the variety and character of the work put on a young civilian, it seems to us very unwise to take any step that would interfere seriously with his chance of obtaining the best mental equipment which the educational resources of the country can give him. Naturally, however, we fully sympathise with the desire that the young civilian should also have an efficient professional training, and we think it not impossible that the Universities could offer more substantial help than hitherto in this direction. Most Universities have some facilities for the study of the Classical Oriental languages, and could perhaps give help to candidates in Indian History and even some branches of Indian Law. As matters stand at present practically every candidate for the Indian Civil Service is under the necessity of studying certain subjects in addition to those which he offers for his degree examination. The allot-

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ment of a substantial number of marks to the semi-professional subjects in the examination would guide candidates in the choice of these extra subjects and thereby increase the special attainment of a large number of the successful competitors. Experience alone could show the effect of such a course, but the method seems to us worthy of consideration.

If, however, the Commissioners come to the conclusion that the public interest demands a substantial lowering of the age of entrance, we would offer one or two short criticisms on the methods of procedure suggested in the question.

It would seem to us inadvisable to segregate the probationers into a separate college. The outlook of boys just fresh from school needs widening by contact with as large a circle as possible. This is especially the case with boys likely to come from the Scottish

schools. Such boys would not get a fair chance in a college where they would probably form a small minority of the members. Again, if so long a period as three years is considered necessary for a special preparation of the probationers, surely a considerable portion of this time should be spent in India itself, under the most favourable surroundings for special study. Moreover, unless a considerable part, if not the whole, of the expense of this probationary period is borne by the Government, the Civil Service of India will become as close a service socially as is the army at the present time. The expenses of Scottish education are remarkably small. No boy, however poor, is deterred from the fullest possible course of higher instruction. But comparatively few parents in Scotland could afford to find an allowance of anything like 100*l.* (to mention a very possible sum as a parents' contribution) for several years.

Professor DUDLEY J. MEDLEY called and examined.

54,556. (*Chairman.*) You have been good enough to send us a written answer, which, I take it, represents the opinion of the University of Glasgow?—I think I may say so. I spoke as Chairman of our Appointments Committee, and the answer was circulated amongst the members of the committee. Unfortunately it came after our Session had closed. They were requested to make any criticisms on it, but I have received no criticisms, so that I think on the whole you may take it that it represents, as near as one can get at the opinion of so diverse a body, the opinion of those who know, that is to say, those who are interested in these things.

54,557. In Glasgow you have had, and have, no system of supervision designed for the Indian Civil Service probationers in the University?—No.

54,558. You have had no probationers who have passed through the University after having passed the examination?—No, not in Glasgow. Of course I remember the system when I was at Oxford.

54,559. Have you any return to show the number of Glasgow University students who have succeeded in passing into the Indian Civil Service of recent years?—I had one made up for the other Commission on the Home Civil Service, and I can give you the statistics, which are perhaps all that you really need. Our average, I think, for the last 15 years has been two, but it has varied a good deal. In one year we had as many as five or six, and in one or two years we have had no candidate. The ordinary average of those who pass and go out to India, I think, is two.

54,560. For how many years has the new system been in practice by which students enter Glasgow University later than they formerly did?—The matter has been of gradual growth. I have been in Glasgow for 14 years. During my first year or two I know

for a fact that I had one or more students as young as 15 in my own class. I should have said, if I had been asked without any reference to our office, that the average age of entrance now was 17, but the office tells me that it is 18, which shows how very greatly the whole thing has increased.

54,561. Is the process continuing?—I suppose the process will not go any further. It has been the deliberate policy of the Scottish Education Department to try and keep the boys at school as late as possible by postponing the granting of the leaving certificate until a certain age, and that policy is apparently now beginning to have effect.

54,562. The school-leaving certificate is granted at the age of 16, is it not?—I do not think it is granted until the age of 17. A boy may take the examination any time after 16, but before the certificate is actually granted he has to be under two years continuous study at the same school after the intermediate state, which would bring the age up to 18 before he comes to the University.

54,563. How young have you got students now in the University?—I suppose the youngest may be 16, but I do not think there are very many of them. Seventeen is a fairly common age for the cleverer boys.

54,564. Have you a regular organised equipment for giving appropriate teaching to boys of that age?—They come into the ordinary classes. The junior classes, as they were called in certain subjects, which were originally held because so many came not from secondary schools but of rather older age, died out soon after the time when my acquaintance with the Scottish Universities began. In some slight directions I understand there is a movement to reintroduce some of them for the sake of the older students.

54,565. How would the teaching of those schools, in which a boy of 16 would be,

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compare with the teaching in the higher forms of the Secondary Schools in Scotland?—I think the true thing to say is that the boy who comes from a Scottish day school, the ordinary academy or higher grade school or high school, which is the prevalent type in Scotland, begins his classical work later than the English boy. Perhaps on the whole he develops somewhat later, and gets what in England would be called the Sixth Form teaching at the University. I do not think I am doing an injustice to the Scottish schools in saying that. The number of boys proceeding to the University from any individual school in Scotland and remaining until the end of their course is comparatively small.

54,566. The boy who remained at a Public School now until 18 I suppose would enjoy the full teaching of a boy at the corresponding age in an English Public School?—He is not so advanced in his Classics. He gets rather more systematic teaching in his English subjects, and his Mathematics perhaps are rather more advanced, but his classical work is not nearly so advanced.

54,567. Which should you say on the whole would give him the best education, remaining at the school until 18 or coming to you at 16?—A few years ago I should have said the boy leaving school and coming to us. He would probably be marking time in his last year or so at school, but when he comes to the University, if he is capable of taking the classes, he is getting the best teaching the country can give him. The Scottish Universities lay themselves out for definite teaching far more than the English Universities. The teaching in great classes has developed to a high art in Scotland, and the clever boy gets, as far as actual definite lecture teaching goes, a very much better training than anything my Oxford experience leads me to remember there.

54,568. Without asking you to make an invidious distinction, you would say there is not much difference between the teaching of the Public School and that of the University?—I doubt whether the boy in the top form in a Scottish school gets quite the same kind of teaching as he would get, for example, in any of the real big Public Schools, which attract first-rate men who otherwise might work at Oxford. You very seldom get a man, who is a University assistant, going to school work unless it is to a headmastership.

54,569. As you know, we are inquiring into the possibilities of reducing the age for the competitive examination for the Indian Civil Service. I notice in your written answer you say: "Such an alteration of the age as "would make it impossible for the University "candidate to compete, would, so far as the "West of Scotland is concerned (and we "believe the same would be true of the whole "of Scotland), entirely extinguish the Scottish "system of education as a source of supply." In view of the answers you have been giving to questions I have put to you, do you say it would extinguish it, if the age were reduced

to the school-leaving age?—Yes; for the reason I have given somewhere else in my written answer, namely, that the Scottish schoolmasters do not know in the same way as the English schoolmasters do about the public services. They do not suggest it to boys in the way the English schoolmasters do. The boy gets his first suggestion from the University.

54,570. That is a defect very easily remedied, is it not?—I think not. I think it is the crux of the whole question. You have got to get the type of master who knows about the public services.

54,571. You would not put that as a permanent obstacle, would you?—Yes, as far as Scotland is concerned. You have to get a man of quite a different training to be a schoolmaster before you get that altered.

54,572. You are offering full educational facilities in Scotland at your Public Schools to those who remain until 18, and in your University to those who come at 16, to enable candidates to compete in the University Scholarship Examinations?—Yes, I think so.

54,573. So that from the educational point of view an examination carefully based upon school subjects would not present any serious difficulties in Scotland?—None whatever. As things are just now, in the Entrance Examination the heavy premium set upon Classics on the one side, and Mathematics on the other side, tell in favour of Oxford and Cambridge as against the Scottish Universities. Our Scottish students score in the more general subjects, philosophical and historical subjects and English, in which it is much more difficult to make marks than it is in classical and mathematical subjects. The marking is lower for one thing.

54,574. Do you have many students who take Oxford and Cambridge Scholarships?—Some of our best Classics go on to Oxford, two or three a year, and do extremely well.

54,575. I take it that your real objection to the lowering of the age is the fact that the Indian Civil Service will not be sufficiently recommended to the boys at the Public Schools, as there is nobody there at present to do this?—That is my first objection to the lowering of the age. My second objection is that the boys will miss what seems to me a very important portion of their training, which Scottish schools can only slightly give, but which the University gives, which will enable them to hold their own in the management of men and affairs, a thing which comes much more easily to the boy under the English system of boarding schools.

54,576. That is due to the country not having the boarding school system?—No doubt it is partly that. Partly, I think the Scot is a stronger individualist than the Englishman, and there is no doubt that the family pull is tremendous. The school cannot get the same influence over the boy.

54,577. In spite of those disabilities the students from various schools and colleges of

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Scotland have done pretty well throughout the world?—They are very ambitious, and they work very hard. They have plenty of grit. I am not a Scot, so that I can speak quite openly on that subject.

54,578. You are opposed to any idea of allowing Indian Civil Service probationers to be congregated in a separate college?—I think it would be very much to the disadvantage of our type of man. He would not have the same chance.

54,579. He gets a broader and wider training all round at a University?—I think so. He has a larger choice of companions. He might very easily feel himself out of it among a number of men most of whom had had a different type of training.

54,580. Can you conceive an examination being framed for the school-leaving age which would give an equally fair chance to boys trained in Scottish establishments and to boys trained in English establishments?—I have not really thought over the question, and I do not think I could say anything of value at a moment's notice. The subjects are taken in different proportions. The English boy specialises a good deal, whereas the Scotch system of education, which is very stoutly defended by large numbers against any attempt to specialise, consists of bringing up four subjects pretty much to the same standard for entrance to the University.

54,581. So that there is a considerable difference now between Scotland and England?—I think there is quite an appreciable difference.

54,582. (Mr. Madge.) The statement the Chairman has put to you regarding the exclusion of Scottish candidates is qualified very much, is it not, by your statement that you think it would be a loss rather to the public and to the Empire generally than to schools in particular if the Scottish schools were excluded from the competition?—I do not see how it qualifies my first statement.

54,583. It might be open to the charge that you were thinking more of the interests of Scottish Universities and schools than of the public services, but you go on to say: "We venture to think that the practical exclusion of the Scottish student would be a loss to the Public Service," and at the end of that paragraph you say: "The loss or the diminution of the Scottish element which has played so conspicuous a part in the building up of our administration in India would be a serious damage to the whole Empire." I simply want to rescue the first statement from the criticism that you were thinking more of the schools than of the public service generally?—I wrote the first sentence under the natural impression that I was asked here to represent the opinion in Scotland. The second paragraph I wrote, I hope, as a citizen of Great Britain, and as one who is interested in seeing that the public services do get the best material, and good all-round material.

54,584. As to the relation between general and specialised training, we have had opinions from experienced men in India that the best professional training is to be obtained in actual work, somewhat on the principle of *solvitur ambulando*, and that it is so different from teaching in schools and colleges that you can learn much more in actual practice of what you have to do than in any school training. Would you be inclined to accept that view?—I think so, certainly.

54,585. You also say: "If, however, the Commissioners come to the conclusion that the public interest demands a substantial lowering of the age of entrance, we would offer one or two short criticisms on the methods of procedure suggested in the letter." I gather from that that you rather object to any lowering of the age considered on its merits?—I object to any substantial lowering of the age on its merits for the reason that you mentioned just now in regard to the training in India.

54,586. (Mr. Fisher.) How do you account for the remarkable and sustained successes of Scots in Oxford and Cambridge Scholarship examinations, if the educational standard in Scotland is so much lower than the educational standard in an English Public School?—I did not mean it is lower all round. I simply mean that, owing to the fact that they begin their classical work later, when they leave school and come to the Scottish University, they are not so advanced as the English boy going to an English University. A Scottish boy does not begin his Classics much before he is 12 years old.

54,587. How do you account for the fact that the Balliol Scholarships in Classics have been carried off year after year by Scotsmen?—The boys have had three or four years of University training.

54,588. The age of the scholarship candidates in Oxford being limited to 19, surely the Scottish boy who comes to the University at 17 and has two years of classical training, is able to beat the English boy of 19, very largely owing to the fact that he has had a wider training at the University. Has not the Scotsman a great advantage owing to the fact that he generally does leave school earlier than Englishman?—I think the Scottish boy, in leaving his school somewhat younger, and going up to the University, has a great advantage over any except the very best English Public Schools.

54,589. Are we not justified in inferring that the cleverest Scottish boys do as a rule come up to the University earlier than the cleverest English boys?—Yes, I think that is possible.

54,590. The cleverest English boys, I take it, come up between 19 and 19½, while the cleverest Scottish boys come up between 17½ and 18½?—I expect so.

54,591. Therefore if you are considering the equality of opportunity as between the Scotsman and the Englishman, the Scotsman has had a year of University training superimposed perhaps on a slightly deficient school

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training as against the English boy's exclusive school training?—Yes, but looking back on our successful candidates, I think I should be disposed to say that that would not work quite evenly all round. Many of our clever boys who have got in are boys who owe their development chiefly to the University; they were not discovered until they came to the University.

54,592. You alluded to a certain number of boys coming to the University at 17 or  $17\frac{1}{2}$ ; would those tend on the whole to be the cleverer boys?—Certainly.

54,593. Are we justified in assuming that the pick of Scottish intellect still comes to the University at  $17\frac{1}{2}$ ?—I do not think I could answer that, because I have never tested it.

54,594. On the whole you would say the cleverer boys came young?—As far as I can remember individuals I think I would say that.

54,595. Therefore if the examination were at  $19\frac{1}{2}$  they would have had two years of University training?—Such boys would. Clever boys from the school point of view would probably have had a couple of years training. Many of our boys, who under present circumstances are successful, are boys who have not been clever from the school point of view; they have not been good Classics or Mathematicians, but they have developed as Philosophers or Historians along lines for which the school offers practically little or no outlet. They have been discovered at the University and discovered themselves at the University, and sometimes even rather late in their University career.

54,596. Is not that very often largely the case with English boys also?—Not so often, I think.

54,597. Does your criticism of the standard of teaching in Scottish schools apply to schools like Fettes and the Edinburgh Academy, or is it simply confined to the State-aided schools?—It is not confined to the State-aided schools. My experience in Glasgow is of the two academies, the Glasgow and the Kelvinside Academy, which are proprietary schools, not State-aided, and the Glasgow High School, which is a State-aided secondary school, and four higher grade schools in Glasgow. I know something of the work of them first hand.

54,598. Is it the case that the masters of Fettes and Glenalmond and the Edinburgh Academy are of very much the same type as the masters of English schools?—They are not Scottish schools at all, but English schools in Scotland. Their type is quite different and they are staffed almost entirely from Oxford and Cambridge, not from the Scottish Universities.

54,599. So that your observations would not apply to those schools?—No, my observations would not apply to them.

54,600. (*Mr. Maedonald.*) Do you still get boys direct from the Board schools in the Glasgow University?—Yes. Most of our boys have come from elementary schools through the higher grade and Secondary Schools.

54,601. I mean direct from the Board schools, as used to be the common practice?—A boy cannot come from an elementary school at 14.

54,602. That used to be the characteristic feature of Scottish education, that a boy went to the University straight from a Board school, or what you call an elementary school. Has that now ceased in Scotland?—The higher age of entry makes it impossible for him to come from the elementary school without some further help.

54,603. So that now you only get University students through some kind of Secondary School like the Glasgow High School?—Yes, or higher grade schools.

54,604. One of the county schools subsidised by county councils?—Yes, or, to speak more correctly, by the Scotch Education Department.

54,605. That has now become the ordinary channel for the supply of students to the Scotch Universities?—That is so. There is a considerable amount of dissatisfaction at the present moment in Scotland owing to the attempt of the Department to make the children from rather distant districts travel by train some little distance to secondary centres.

54,606. The age at which you get your students has been steadily rising?—Yes.

54,607. And therefore the low age at which Scottish students used to appear for the Indian Civil Service and pass into it no longer holds good?—It can no longer hold good in the way it did.

54,608. The figures we have had before us showing the successes of Scottish students when the age was substantially lower than it is now will not apply to present circumstances in Scotland?—I believe that to be the case.

54,609. You get your students at about the average age of 18 years?—The Office tells me the average age is 18.

54,610. Do you still maintain the old system of dividing your curriculum into two blocks of two years, an Arts curriculum for the first two years and a Mathematical curriculum for the next two years?—That has all gone.

54,611. If we drew a line at the end of the second year it would not now represent as it used to represent a definite stage in a student's education?—Not necessarily. The subjects are all on an equality for an ordinary degree, but you have an adviser in the Faculty of Arts whose business is to try and make the students take the curriculum in some ordered method.

54,612. Do you still keep the students for four years?—Three years for the ordinary degree, but numbers of my students take far more than the ordinary number of classes requisite.

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54,613. Is it your opinion that we could not draw any line between the age of 18 and 21 conveniently for the present Scottish University curriculum?—I do not think you could.

54,614. Once a boy is under your hands at the average of 18 we ought to disallow any age for the competition until he reaches 21?—I think at least 21. The Honours students take more than three years.

54,615. The age of 21 does represent on the average a distinct stage in your University curriculum?—For the students who take the ordinary degree, but not for our better students.

54,616. Would you say that we have no alternative between the ages of 18 to 21 so far as Scottish Universities are concerned?—It depends on what material you wish to get from us.

54,617. So far as Glasgow University is concerned, if we fix the age at 19, that would mean that either students would not go to you at all, if they wanted to sit for the Indian Civil Service, or they would only take a year at your classes, and then break with the University studies for the purpose of sitting for the examination?—I believe that in those circumstances they would certainly not come near us. The ambitious parent who could scrape the money together would send his boy to a coach where he would get a highly concentrated teaching during that year.

54,618. (*Mr. Sly.*) What is the age for the Scottish Bursary examination?—I believe there is no limit of age.

54,619. Do the clever boys who go up to the University at 17 or  $17\frac{1}{2}$  usually get bursaries at that age?—Yes, I think invariably, the clever boys from the school point of view. I want to distinguish carefully between the two categories. That tells more, I think, in Scotland than it does in England.

54,620. Can you tell us whether the examination for the Scottish Bursaries is much of the same class, from an educational point of view, as the English scholarship examination? No, it is not, and for this reason. A good many of our bursaries are tied up by certain deeds so that we are unable to devote them to special subjects. Some of us have been trying to alter the bursaries. First of all we have separated the Bursary Examination from the ordinary Entrance Examination with which it was tied up for a great number of years, and, secondly, we have been trying to allow boys who are specially strong in certain subjects to show their strength and to get what in

England would be called a Classical or Mathematical Scholarship. In Glasgow we have been able to deal with comparatively few on those lines. For most of the bursaries it is a general all-round examination.

54,621. Not so specialised as the English? Not so specialised.

54,622. (*Mr. Gokhale.*) Have you any Indian students at Glasgow?—Yes.

54,623. How do they get on with the other students on the whole?—They do not come into the Arts with which I am concerned, so that I am afraid I cannot give you any valuable answer.

54,624. You have no personal experience?—No.

54,625. Have you heard any complaints about difficulties arising?—Nothing official; nothing I should be justified in quoting.

54,626. (*Sir Theodore Morison.*) Do I understand you to say that Glasgow University would not be able to make any provision for establishing a school of Indian studies supposing the age were reduced to the school-leaving age?—I think it would be much more difficult for us to do so than for any of the other Scottish Universities. We should have to call in specialised aid, retired Indian civilians or retired judges or people who had been in India and knew the language. Glasgow is a lesser residential city than any other city in the United Kingdom, and unless we were able to offer much more substantial salaries than we are in the least likely to be able to offer, I do not see that it would be a matter of practical politics.

54,627. The idea in our mind is something very much better than the teaching for the Civil Service probationers has been in any University. It is something like the establishment of an Indian Greats grouped around Indian Law, Indian language, and Indian History. You do not think it is probable that Glasgow would undertake anything of that kind?—There would be two difficulties for the moment, first of all the money difficulty—we cannot find money now to develop our existing departments—and, secondly, the question of getting specialists. Edinburgh is a city where a certain number of retired Indian civilians live who are very glad to give the kind of help, and very efficient help too.

54,628. Glasgow does not offer the same amenities for a man to retire to?—I am afraid not.

(The witness withdrew.)  
(Adjourned for a short time.)

Sir JOHN STRUTHERS, K.C.B., LL.D., Secretary of the Scotch Education Department.

*Written answers relating to the Indian Civil Service.*

[NOTE.—The following questions were sent to Sir John Struthers, who, however, desires his reply to be read as a continuous memorandum, as it does not cover quite the same ground as that indicated in the questions.]

54,629. What is your opinion on the suggestion that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age?

54,630. Supposing the suggestion to reduce the age-limits is accepted, what limits would you prefer?

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54,631. What should be the character of an open competitive examination designed for boys of school-leaving age? In particular, (a) Should the examination approximate to the scholarship examinations of Oxford and Cambridge? (b) Should the examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks which can be obtained from the subjects chosen shall not exceed a specified amount? (c) Should the examination consist of some compulsory and some optional subjects? (d) Should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?

54,632. What regulations would you suggest so as to ensure that the candidates had followed a school course, and had not been prepared by a crammer?

54,633. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?

54,634. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, do you anticipate that an examination, at the age suggested, will be exposed to a danger of this kind, and how would you obviate this, should the case arise?

54,629-34. The question of the suitable age for entrance upon active work as a Civil Servant in India, and of the necessary preliminary preparation of a strictly professional or technical kind which is to be given in this country, is naturally one which can be determined only on actual experience of the Service and the working of the present regulations. It is consequently a matter on which I cannot venture to offer any opinion.

I understand, however, that among those who have knowledge of the Service there is a considerable body of opinion that the Indian Civil Servant comes to his work too late, that he comes to it stale by a prolonged course of previous study of subjects which have no immediate bearing upon his future work, and with a certain loss of elasticity and freshness of mind on taking up duties which make a complete break with his previous course of life and general range of interests.

(a) Though I cannot express any opinion on the particular question, there are certain general considerations which make such a conclusion *prima facie* probable. The question is at bottom a physiological or psychological one. By the age of 23 or 24 a man tends to become set, and his range of intellectual interests tends to become permanent. A man who has pursued his general studies up to that age, if he is any good, has probably become a specialist (and under this term I include specialists in subjects of general education, such as Classics and Mathematics).

Not only will the further study of his special subjects bring no corresponding enhancement of his efficiency for general administrative work, but because of narrowing of interest make him less adaptable when he takes to other occupations. He may become a special University teacher or researcher, or a distinguished student of his subject, but his further study of the subject is, to put it at the lowest, not likely to enhance his efficiency as an administrator. The case is still more serious when he is pursuing these advanced studies, not from love of the subject or from disinterested motives, but mainly in order that he may score marks in examination, and have done with the subject. Staleness in such a case is inevitable, and I may illustrate the point by a remark of an Oxford tutor of my time who asked how it was (speaking from his personal experience, which might be, of course, limited) that students who came up to Oxford to take up again subjects which they had already taken up in their University Course in a Scotch University, came up, as he said, "with their springs broken."

(b) There is another argument on general grounds in favour of lowering the age. It is a social or economic one. I think it would be generally admitted that entrance to Civil Service posts of whatever grade should be made accessible to every class of the community provided they show the necessary ability along with the necessary qualities of character and initiative. You handicap the poorer classes of the community, and tend to preserve these appointments for the more well-to-do classes, if you prolong their course of general education beyond the point which is necessary to test their relative capacity, while at the same time giving them a good all-round preparation for their future work. In Scotland, it is true, there is a considerable provision of money for assisting students of insufficient means in their career at the Universities, but even there there can be little doubt, I think, that the field of selection of able candidates is unnecessarily narrowed by the late age at which the selection is made.

(c) On consideration of the whole matter, I am not disposed to put the blame for the want of elasticity and adaptability that is complained of entirely upon the late age of selection. I think the method of selection has even more to do with it. The prolonged and severe course of subjects which are taken up primarily for examination purposes, and in which the student may or may not have a real living interest, leaves the student pumped out. The method of selection leaves out of account, very largely if not wholly, certain considerations of character and practical qualities which are scarcely, if at all, less important than intellectual ability. But even as regards intellectual ability, a competitive examination, however carefully arranged—and I think the present examination is a very good one of its kind—is a very rough-and-ready measure of comparative merit.

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[continued.]

It has been suggested that the selection should be made at an age corresponding to the usual age of leaving the typical Secondary School. This is a suggestion which for various reasons I was inclined to look at favourably, and though I am not even now prepared to rule it out as a possible alternative—it may even be the best practically possible—I must say that on consideration I see considerable difficulties and disadvantages.

(a) The first is again the psychological one. The mind (I am speaking of boys) as 18 to 19 is immature. Taking the age at from 18 to 19, it is not a safe age at which to test the comparative intellectual abilities of candidates. The average boy has by no means completed his intellectual development, and it is quite certain that many of those who prove the better men in later life are relatively backward at this age, and would show up badly in a written examination if that were to be taken as the sole or the main test of individual capacity.

(b) But there is another argument of even greater importance. School discipline and instruction is one thing; University study is quite a different thing, and tends to develop quite different qualities. The conditions of life are much freer. The student has a personal responsibility and initiative which are not possible in school, and which tend to develop qualities which the school from its very nature tends to repress rather than encourage. I think there is no doubt that a general education is incomplete and unsatisfactory unless it has its culmination in a period longer or shorter of University study.

(c) Thirdly, there are certain subjects which are scarcely suitable for school study, and which, at all events in point of fact, are not an integral part of the course of study in practically any existing school. I refer specially to the group of philosophical studies which have been long a distinguishing feature of the Scottish Universities, which used to be a necessary part of every degree course, and which undoubtedly in the hands of a capable teacher had a great effect in broadening men's minds and stimulating intellectual interest in the case of the general student to an extent, in my opinion, appertaining to no other subject of the curriculum. I think, therefore, that a certain period of University study, say two years, ought to be considered an integral part of that absolutely general and non-professional education by which the relative intellectual abilities of students are to be tested, and that any selection of candidates made before this stage on grounds of general ability will fall far short of being satisfactory if we take the examination test as decisive.

I ought to say that what I have said under this head is expounded with great clearness and ability by Professor Burnet, of St. Andrew's, in a pamphlet on "The Task of the Secondary School," and I am not a little indebted to this pamphlet for a clearing up of my ideas on this subject.

Assuming that the comparative examination test in its present form is to be retained, and that the selection of candidates is to be made on the ground of attainment in subjects of general education — excluding subjects which have a direct professional significance—at an age when that general education may be assumed to be reasonably complete—the question remains, In what manner is the selection to be made? Two steps seem to me to be indispensable—

(1) We must guard the school against premature specialisation, and particularly against the study of professional subjects, and even against the premature study of such subjects, e.g., philosophical subjects, as should properly form part of the University course. In Scotland this end will be easily secured by making the obtaining of the leaving certificate by a certain age a necessary preliminary to consideration for selection at a later stage after the completion of a certain course of University education.

There is not at present any general leaving certificate in England, but I understand that the institution of such a certificate is under consideration, and till such a certificate is instituted, a qualifying examination in certain prescribed subjects, which should correspond as closely as possible with the normal course of the various types of Secondary Schools, might serve the purpose.

(2) The precise subjects on which the competition will take place will have to be carefully studied, and probably for this purpose the appointment of a small committee on which both schools and Universities are represented would be desirable. All the school subjects admissible for the leaving certificate would have to be included, and certain University subjects—non-professional—might possibly be made compulsory, but the range of selection of subjects will in any case be very much narrower than that of the present competition. The question of the equivalence of subjects as regards marks would also have to be carefully considered.

The primary object of requiring the leaving certificate at a certain age as a preliminary to admissibility for selection is to guard against the possibility of the Secondary Schools being depleted by premature entrance to the University, or by resort to crammers. On this point I ought to add that it is an essential part of my proposal that an attendance at University classes in certain of the subjects selected for examination for a certain length of time would be essential.

One obvious difficulty of the foregoing plan would be the leaving of sufficient time for special Indian studies, for which, I understand, the present probationary year is considered to be insufficient. If two years were required for this purpose, then the selection of subjects of general education would have to be made by the age of 21 (reckoning from August 1st) at latest; and, in that

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case, the latest age of taking the leaving certificate would have to be 19. This is the lowest age at which, having regard to the present position in Scottish schools, it would be reasonable to make the leaving certificate an absolute requirement. Having regard to the conditions of the award of the leaving certificate, there is no great need, I think, to fix a lower as well as a maximum limit of age, and I think it is not improbable that in process of time it might be possible to lower the age at which the leaving certificate would be required to 18. But if the practical difficulties in the way of following out such a course as I have suggested were found to be too great, and if no other suitable alternative for the competitive written test can be found, then, notwithstanding the objections which I have already urged, the next best expedient—in the meantime, at all events—might be to fall back upon selection at the school-leaving age, accompanied by a definite University course for those selected, extending over three or four years, which should be in part prescribed with reference to the candidate's future work, *i.e.*, study of Law, Indian vernaculars, &c., but which would still leave the student a considerable freedom of choice as regards other subjects of University study, which would enable him to qualify for the ordinary degree. While leaving considerable freedom of choice to the student as regards these additional subjects, it might be reasonable to require that the student should submit his proposed subjects of study to some authority for approval, and I take it that means would be taken to secure that his study of the various subjects, both professional and non-professional, was genuine and fruitful. For this purpose again, a small committee, representative both of the India Office and of the Universities, would be useful.

I have discussed the matter hitherto on the supposition that the general competitive test is to be retained. I need not recapitulate the objections to that test as a sole or main ground of selection or as to its comparative unreliability for its professed purpose, namely the determination of comparative intellectual ability. In our experience of the leaving certificate examination—though this examination is a non-competitive one—we have become very much alive to these defects, and in so far as the measure of intellectual ability goes, we have had free recourse to the school record of the candidate, and to the masters' classification of the students as regards ability in particular subjects, in determining pass or failure. We have derived great aid from this source, and I think there is little doubt that, with this aid, our classification of the students is much more accurate than if we had depended upon the written papers alone. There are some subjects of ordinary school work which really cannot be adequately tested by means of written papers, and certainly not by five or 10 minutes' oral examination. If you leave these subjects

out of account altogether you undoubtedly tend to disturb the balance of the school curriculum. Inevitably, in the ordinary school, attention will be concentrated upon the subjects which count in the examination and others which do not so count will tend to be neglected. I am speaking of ordinary school subjects, but there are other matters which every true teacher regards as of supreme importance which cannot be represented by examination marks, but which are a necessary element in forming a judgment as to the character or capacity of the pupil, and his usefulness for the work of life. These a good teacher knows perfectly well, and if you ask him which of his boys leaving school are likely to do best in a particular occupation he will, as a rule, have no hesitation as to his decision. I do not know how far it would ever be possible to take account of the teacher's judgment as to the more elusive elements of character in selecting candidates for a public post, but from our experience it is quite certain that we can safely do as regards relative proficiency in the ordinary school subjects, and if a selection of candidates is to be made at school-leaving age, I certainly think the teacher's opinion as to the proficiency of the pupil in the various subjects should be taken into account as it is now in the leaving certificate, probably even to a greater extent than we at present see our way to do. If that were done, it is worth while considering whether there is any necessity for setting a separate competitive test from that of the leaving certificate. It is true that that examination is a non-competitive one, but its results would guarantee that a candidate who had obtained the certificate was at least worth considering. In view of the claims of other professions and other openings in life, I doubt whether the number of candidates who would declare for the Indian Civil would be excessive. The total number of successful candidates last year was 1711, and I doubt if more than a small proportion of those—say 100–150—were likely to think of the Indian Civil Service. If the number were not too large, then I think a much more satisfactory selection could be made than could be done by a separate competitive examination by appointing a committee who would summon the candidates before them at suitable centres, study their school record and their work at the leaving certificate beforehand, obtain a full confidential report from the teacher as to the candidate, and after a thorough-going oral examination make the selection.

If the plan in sections numbered (1) and (2) of the foregoing précis, for which, on the whole, I have expressed a preference, were followed, then I certainly think that an important consideration in the selection of candidates would be a consideration of the report of professors (whose classes those students will have necessarily attended) as to the relative capacity of the competitors attending their class. There would be several reports on each student from

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different professors which would tend to correct the bias or idiosyncrasy of any individual professor.

I make another suggestion which may not be practical politics for the moment but which I think deserving of more consideration than I have been able to give it. The educational system of Scotland, including the University system, runs on quite different lines from that of England, and any general competitive examination of the importance of that for the Indian Civil Service tends to exercise a restricting effect upon educational development in one or other, or it may be in both countries. There are, I understand, taking one year with another, about 50 appointments made each year, for which there are about 200 candidates. Might it not be possible to assign a fair proportion of those vacancies to Scotland? Further, to assign to each University in Scotland a number of appointments corresponding to the number of Indian Civil Service candidates who (having

obtained the leaving certificate) elect that centre for their further course of study, and leave the selection in each University to be made on the report of the professors who have taken part in the instruction of those students according to a syllabus of classes prescribed or permitted for candidates. It is quite true that a candidate who was rejected in one University (as being beyond the number allotted to it) might have been accepted in another University, but the ultimate selection would be at least as fair between candidates and much more satisfactory on general grounds than the present selection by general competitive examination. It is possible that there may be an objection in Scotland to an arrangement of this sort on the ground that Scotland was likely to do better in a free competition as between the two countries, but, ardent Scotsman as I am, I am not prepared to maintain that intellectual ability is a perquisite of Scotsmen in a greater degree than of Englishmen.

Sir JOHN STRUTHERS, K.C.B., LL.D., called and examined.

54,635. (*Chairman.*) You are the Secretary of the Scotch Education Department?—Yes. May I just say a word in explanation of the written answer which I sent in? First of all I do not pretend to have thought out this subject very thoroughly, and I should not have volunteered evidence; but I am very willing to give all the assistance I can. I have no cut-and-dried scheme to put before you as a solution of your difficulties. Secondly, since drafting my answers my opinion on a few points has been somewhat modified.

54,636. You will deal with that, perhaps, as we go through your evidence. Is what you have written your own personal opinion, or may it be regarded as representing the opinion of your Department?—It is absolutely my own personal opinion, but so far as I know it is in entire consistency with the policy of my Department.

54,637. I see you express the opinion that lowering the age may tend to make the Service accessible to a larger number of candidates?—That is so. I am speaking especially of Scotland.

54,638. Is that on account of the slender means of the candidates?—Yes. If you oblige a man to stay at the University till he is 23 or 24, before he becomes eligible or has a good chance for an Indian Civil Service or a Home Civil Service appointment, he is very often driven to seek some other occupation which brings him in a living sooner.

54,639. You see difficulties, however, in having a lower age?—It is not so much in having a lower age, as lowering it to an age which corresponds to the usual school-leaving time in Scotland. The difficulties I have pointed out refer to any proposal to select candidates at about 18 or 19, immediately on their leaving school or towards the completion of their school curriculum. The first difficulty,

which I call a physiological, or rather a psychological one, is that at that age boys are immature. Some boys are very slow in development, and many boys, who would be put aside at an examination at 18 or 19, may develop very useful qualities, and may be much better men later on. But the point which impresses itself most on me about this is that some experience of University life and University methods of study is of overwhelming importance from the point of view of general education. It is a thing which no school *qua* school can give, and I think it is really indispensable to the complete general education of every man who is going to enter the public services.

54,640. Regarded from the point of view of the efficiency of the Service, provided there is a University course, it does not much matter whether it comes before or after the examination?—That is so. What really affects my opinion that selection should be made after a University course is my belief that it is not easy to make a good choice from amongst boys of 18 or 19.

54,641. But you lay it down as an essential condition that, if the age is reduced to the school-leaving age, there should be a protracted period at the University?—Certainly. There is another consideration against absolute selection at the school-leaving age, which has occurred to me since I dictated my answer. It is that there is at present, under Civil Service regulations, an intermediate examination, of which the age is 18 to 19½, and of which the subjects are very largely those of the Secondary School; and if you make the age 18 to 19½ or thereabouts, then you draw upon precisely the class who are going in for this intermediate examination for appointment to the Home Civil Service, and which is regarded rather as equivalent with

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the Second Division clerk than with the First Division clerk ; that is to say, you have no longer the broad line of distinction in general education between your First Class in the Civil Service and your Second Class. I think that is a practical point which must not be overlooked.

54,642. You mean the examination for the Second Class is practically the same as the Certificate examination ?—It is on the level of a school-leaving certificate, and the age corresponds to the school-leaving age.

54,643. May the school-leaving certificate examination be regarded as the highest standard that can be expected of a boy at that age ?—The school-leaving examination is a non-competitive examination. It is an examination to test reasonable efficiency on the whole school course, and ought to be, on the whole, on the level of the average pupil. There are many boys in the school who, of course, can show a much higher level of attainment, in particular subjects at all events, than we demand in our examination.

54,644. Would you say that an examination for the Indian Civil Service at the school-leaving age could be framed on a higher standard than that in force for the school-leaving certificate examination without going outside the curriculum of what the boy has been taught ?—I very much doubt it. I think in that case the examination would have a bad influence on the school. It would tend to boys being crammed in the department in which they showed special promise, to the neglect of their general all-round education.

54,645. We have been told that there are boys who leave the Secondary Schools in Scotland and go the University at about the age of 17 ?—That is comparatively rare. The average is certainly over 18.

54,646. But they range from 17 up to 18½ ?—The great bulk are from 17 to 19. There are stragglers coming in at ages after that.

54,647. I suppose those boys who elect to go to the University at that age, 17 to 19, go through a course similar to the final stages of education in the ordinary public school ?—To a certain extent they continue their study of their school subjects, but only to a moderate extent. They begin to take up subjects which have never been touched on in school—such as various branches of philosophy, mental and moral philosophy, and history. History has been taken in the school undoubtedly ; it is a necessary part of the school curriculum, but it is studied in a different way and with a different outlook in the University. Also subjects like political economy and various others of what you might call the sociological group, are taken up quite fresh at the University without any direct preliminary preparation in the Secondary School.

54,648. Which type of boy would you say had got the best educational equipment at the age of 19½ in Scotland to-day—the boy who had remained at a Public School until he was

19, or the boy who had left school at 17, and gone to a University ?—I should have very little hesitation in saying that the boy who had left school early—not too early—to go to the University was the better equipped. He will have got an experience of two quite different methods of study. He is no longer a pupil following his master, taking in his instructions in the form in which his master chooses to give it him, but he is an independent inquirer, so to speak, up to a point.

54,649. You also suggest that in the event of the examination being at the school-leaving age, a small Committee might be appointed on which both schools and Universities could be represented, with a view to working out its most suitable form ?—That was meant to meet the case of an examination for the Indian Civil Service at an age like 21. If you have your examination at the school-leaving age, so far as Scotland is concerned, I think you must do one of two things ; either you must conform to the present standard of the leaving certificate examination, or you must convince public opinion, and particularly school opinion, in Scotland, that a modification of the present leaving certificate standard is necessary.

54,650. Your Committee would still, I suppose, be capable of framing a suitable examination for the Indian Civil Service for the school-leaving age ?—Yes, except that it would be difficult to reconcile the existing standard of the leaving certificate examination with the standard which you would wish to set up for the examination for the Indian Civil Service. The one examination will be competitive, and the other non-competitive, but both would cover the same field of work, and neither ought to allow the omission of subjects, which are now considered necessary in the school curriculum, nor on the other hand should they impose subjects which opinion in Scotland has not thought a necessary part of the school curriculum.

54,651. Assuming that the age fixed for the Indian Civil Service Examination was 19, would candidates be drawn both from the schools and the Universities ?—No, I think not. At 19 there would be very few candidates from the Universities. If you want men from the Universities the lowest age would be 21.

54,652. Would not a Scotch boy have an advantage over an English boy by having had a year's training at a University prior to his entering for the Indian Civil Service Examination ?—I should think on the whole he would, but if you are going to have a competition at the school-leaving age, unless there is an actual difference in this respect as between England and Scotland, I do not see why either should attend a University.

54,653. But, if the examination is held at 19, would not the Scotch candidate ordinarily be leaving his school a year before so as to have a year's training at the University ?—Yes, that is so. But could not the English

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candidate do the same? If it paid him better to go up to the University at 18, there is nothing to prevent him.

54,654. That raises the question, does it not, of the relative efficiency of the schools in the two countries?—If you had an examination for both countries, which insured that the boy was being examined just as he left school, and that he could not appear, if he had been to a University, that would be a fair arrangement as between the two countries, in spite of the fact that there is a profound difference between the organisation of the schools in Scotland and in England. But such a solution would necessitate the appointment of a Committee to consider carefully what should be the subjects for the examination, and how they suited the curriculum of the respective countries.

54,655. You suggest in the latter part of your answers that certain vacancies might possibly be assigned definitely to Scotland?—I put in that point for consideration, not that I am pressing it in any way. I cannot say that I regard it myself as a very practicable proposition, but the point is this, that the whole of the educational arrangements in Scotland, both of the Secondary Schools and of the Universities, proceed on very different lines to what they do in England, and it is scarcely possible to devise an examination which will do justice to the schools and Universities of both countries, whereas if we had a certain number of places assigned to Scotland, to be competed for by men who had gone through a precisely, or at least an approximately similar training, the matter would be a very simple one.

54,656. In spite of the differences you mention, do not numerous Scotch students obtain scholarships at Oxford and Cambridge?—I have no accurate information as to that. A certain number of Scotchmen come up from the Scotch Universities at one stage or another, but I do not know that the proportion is very large, and I rather think it is not growing, but rather diminishing, if anything.

54,657. To what do you attribute that?—It is difficult to say. I should say probably to a rising standard in the Scotch Universities.

54,658. They can get all they want in Scotland without coming to England?—Yes, and secondly, that a great inducement in old times, in my own time for example, to come to Oxford or Cambridge, after having had a certain course at a Scotch University, was that that was by far the easiest way of obtaining certain appointments. That was a very practical reason.

54,659. But as a matter of fact a great many Scotch students have won scholarships at Oxford and Cambridge, have they not?—Undoubtedly.

54,660. And they have done that in spite of the differences in the systems of education between Scotland and England?—That is so.

54,661. So that, assuming an examination were framed somewhat on the lines of the

Oxford and Cambridge Scholarships, Scotch students would have a fair chance of passing?—I would put it the other way, if I might. Supposing the Indian Civil Service Examination were framed on the lines of the leaving certificate examination of Scotland, would the candidate from the English Public School for a University Scholarship have a fair chance?

54,662. I am only putting the question to you upon the basis of your own experience?—I think the Scotch student would be handicapped, but not insuperably.

54,663. Have you anything further to say with regard to your suggestions for a probationary period extending over three or four years, and for a certain freedom of choice as regards subjects at the University?—Perhaps I can make my position a little clearer. There are three alternatives. First, boys may be selected at the school-leaving age. This we have already discussed. Secondly—what I favour—young men may be taken after a school education, vouched for by the possession of a leaving certificate, and followed by a carefully-considered course of University study. Thirdly, students who have satisfactorily completed a Secondary School course in Scotland, and who have obtained leaving certificates, may be admitted to a University course specially designed for the Indian Civil Service, and selection made from amongst them at the end of that course.

54,664. Do you think the Scotch Universities would be able to give adequate training in Oriental classical languages and in the Oriental vernaculars?—Yes, I think they would be able to do that. I think most of them now give instruction in Sanskrit and Hebrew and Arabic—Hebrew, of course, not being a subject of special importance from your point of view. All that would be required would be teachers of certain vernaculars. Whether they would all think it worth while to go in for this I do not know.

54,665. Do successful candidates at the Indian Civil Service Examination actually pass their year's probation at the Scotch Universities?—I have not made any personal study of the Indian Civil Service and its arrangements, and I have very little personal knowledge of where the probationers go.

54,666. Do you think that anything in the nature of a character test can be introduced into a competitive examination on practical lines?—I think so. There are two rather different things which I think one has to consider. There is, first of all, character in the sense in which you are probably using the word. This it would be hard to include. But there is another thing which presents less difficulties, namely, the teacher's opinion as to the proficiency of the student in a particular subject. This could be used to modify the results of the written examination. We constantly do this in the leaving-certificate examination.

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54,667. That is an opinion with regard to educational proficiency, not as to character?—That is so. What happens is that, notwithstanding the fact that AB does less well in Latin in the written examination than CD, if our inspector is satisfied, on the evidence put before him, and of supplementary tests, that as a matter of fact AB is the more proficient in Latin of the two, he makes allowance accordingly, quite apart from character.

54,668. Have you put that system into practice?—Yes, a great deal. As a matter of fact, I do not think there is any doubt in the minds of any of us, who have had practical experience of the working of examinations, that what we should aim at is not so much to test the teacher's judgment by the written examination as to test the written examination by the teacher's judgment. Thus, if there is any difference of opinion as to whether a boy should pass or not in Latin, we have two tests. There is first, the actual results of the written examination, and secondly, the school record of the boy. If the school record corresponds generally with the results of the written examination, well and good, but where there is a divergence we prefer the school record as a guide.

54,669. To what examinations do you apply this scheme?—To all individual subjects in the leaving-school examination where there is any question of doubt. I ought to say that in the majority of cases there is no divergence. Very often the actual order of merit is the same by both tests. But suppose we found in a particular examination, say French, that the order of merit of the candidates, as brought out by the written examination, differed widely from that given by the school records of a number of schools, then the conclusion would be that the examination had not been satisfactory.

54,670. You are able to apply that test to a qualifying examination such as the school-leaving certificate, but do you think you can use it equally for a competitive examination?—I think so. We could make out by this system a comparative order of merit in any subject of school work, which would give more accurate results than any single examination paper.

54,671. Do you think you could do it effectively without causing a feeling of dissatisfaction? It would mean, I suppose, that a boy who passed well on paper might be superseded by a boy who had not?—Undoubtedly, and there would be difficulty in England, I think. But in Scotland the people interested—the schools and the scholars—have become so accustomed to it that it is very seldom that any question is raised. Now and again we have a protest. We have pushed the procedure to this extent, that sometimes a boy who has passed in the written examination in a particular subject, but who has a bad school record, is actually rejected.

54,672. You suggest, I think, a qualifying as distinguished from a competitive examination for the Indian Civil Service?—Yes. If selection could be made at a later age than 19, say at 21, I should like to see candidates complete their Secondary School course, and then pass through the University before being finally selected, and at the selection I should like to take count of the opinions of the individual professors, who had had experience of the actual work of the various students.

54,673. You think such a scheme would, on the whole, produce a better lot of candidates than a competitive examination?—I think so, but it would only be relatively better. I do think the whole system of selection by competition on a single paper is very haphazard. In actual experience the relative order of merit in an examination has very little reference to the capability of a man for doing his work afterwards. Supposing you have a sufficiently high qualifying test, I do not know that competition gives you a much better selection than what you would get by taking men almost at random. In point of fact, taking the second division men in my office, I should say that on the whole the better work is done by men who were relatively low down when they come in. The high standard you can get should be fixed, but having got that standard, I do not think it is easy by a mere examination test to put men in anything like their actual order of merit.

54,674. You would like, in fact, to lay down a high qualifying standard, and from the men qualified to allow those who had been in contact with the students to select?—Yes. To put it quite bluntly, I think, if you had a high qualifying test, and admitted more men to a particular service than you actually required, and then tested them further in the actual discharge of their duties, and so eliminated the weaker after a time, that that would be by far the most satisfactory way of settling the question. But I do not put that forward as a practical proposal, because I am afraid that public opinion at the present day would not accept it. Short of that, however, I do think that, having fixed a high qualifying test, the order of merit of these men should not be determined wholly by their place in the written examination, but that it should also be tested by taking into account the opinion of the teachers on their work. I am not speaking of character at the present moment, though I think something could be done in that direction also by the appointment of a small Committee of properly qualified men who would take the written examination results and collate them with other sources of evidence as to the candidate's merit, and from that arrive at a decision. It would not be a perfect decision, but I think it would be a great improvement on a mere selection by an examination on a set of papers.

54,675. Although the competitive system undoubtedly presents difficulties, I take it the scheme you put forward also has some draw-

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backs?—I think it has. It presents very considerable difficulty as to acceptance by the public.

54,676. It might lead to certain misunderstandings, might it not?—Yes, they would have to be faced.

54,677. Do you think you would get appreciably better results?—I do think so. Frankly I do think that trusting to purely competitive examinations on written subjects is almost a sort of subterfuge. No one will face the responsibility of selection. They want to put it on to an anonymous examiner or a chance selection of subjects.

54,678. You said you distinguished this particular educational test from the character test. Is there anything you want to say with regard to introducing a character test?—I should like such a Committee as I have suggested, who are going over the results of the written examination, and taking account of other evidence as to the candidates' competitive ability or merit, also to take account of evidence as to character.

54,679. Do you mean that marks should be given for character, or whatever corresponds to marks?—It is a very difficult thing to reduce to marks, I think. But supposing I were in a responsible position, such as my present one, and had the selection of candidates, I should like to have them examined, and I should like to have positive evidence on paper of what they knew about certain things. I would also like to have, as I have at present, testimonials and accounts of work from their teachers, and also from men with whom they have come in contact. As a matter of fact, I take all that into account when appointing a man to such a position, for example, as Inspector of Schools.

54,680. (*Lord Ronaldshay.*) Can you give me a rough idea as to how many men who are educated in Scotland, get into the Indian Civil Service at the present time, on the average?—I am afraid I have not gone into that, and I cannot say definitely. It might be rather difficult to find out, because some men pass into a Scotch University and then go on to Oxford or Cambridge. In this last year's list, I think there are only two distinctive Scotch candidates whom I can trace. There is one from Edinburgh University, from the school at Oban in the Western Highlands, and the other is from Aberdeen University from a school in Aberdeenshire.

54,681. I take it from your written answer, that you hold the view that if the age of the examination were reduced it is probable we might get more Scotch candidates than there are now?—I certainly think so.

54,682. More successful Scotch candidates?—More good Scotch candidates—men of general ability with capacity for further work, although at that particular moment of selection they might not have reached a very high stage of proficiency. They might not be First Class Honours men.

54,683. You think on the whole it is probable that it would be no disadvantage—in fact it would be rather an advantage to Scotland—to have the age limit lowered?—I am inclined to think so, but on that point, I think you had better consult University professors who will come before you. They can speak from direct experience.

54,684. With regard to what you were saying to the Chairman towards the end of his examination of you, I am not quite clear whether your suggestion is that the taking into consideration of the past proficiency of a candidate in particular subjects should apply in the case of all candidates who came up for the Indian Civil Service, or only to Scotland?—It would apply all round, I think. It must apply all round. In England there is no leaving certificate at the present moment. But I understand the matter is under consideration, and one may be established. Until it is established, in order to secure justice between the students of the two countries, one would need to have a qualifying examination which would be more or less equivalent to the leaving certificate examination in Scotland.

54,685. Would it not be very difficult, in the case of Indians for instance, to take into account their past records in different subjects. Would not the judgment of the teacher in that case be liable to vary very widely indeed? I mean to say, would not the respective judgments of an Indian teacher in India, a Scotch teacher in Scotland, and an English teacher in England be likely to vary very widely?—I am only speaking of Scotland and England. In the one country we can do it quite well, and I should think it is possible in the other country, if something of the nature of the systematic leaving certificate accompanied by inspection, were introduced. Remember, there is a written examination with which this teacher's opinion is to be corrected.

54,686. What are the particular subjects which you had in your mind when you wrote, "There are some subjects of ordinary school work which really cannot be adequately tested by means of written papers"?—To take a well-known subject straight away, Science. I do not think Science can be tested by a general paper set for all the schools, say, in Scotland or England, still less for both countries.

54,687. But in the case of Science is there not a practical examination?—There is a practical examination held at the school by a commission of men whom we appoint for the purpose and who go to the school, see the school records, see the work of the students so far as there is any record of it, and put additional tests at the schools when they think it proper, and on that they tell us whether or not a candidate has reached a sufficient standard in that subject.

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54,688. But apart from Science, were you thinking of other subjects as well?—There are some indefinite subjects which we consider every proper Secondary School ought to have in its curriculum—for example, Music, on which we consider it is not necessary to require a test; but we make sure that that is part of the school discipline, so to speak; and Drawing in the same way.

54,689. (*Sir Theodore Morison.*) In your written answer, I see you promise us a little more information about the school-leaving certificate and the working of the leaving certificate system. Is the examination conducted upon the curriculum of the school, or is it a curriculum which is imposed by your Department?—It is partly imposed and partly a matter of choice. I have here the regulations.\* There are two stages in the examination. There is first the intermediate certificate of about 15 or 16, and then the leaving certificate after two years of a post-intermediate curriculum. For the intermediate certificate we do prescribe fairly firmly a curriculum.

54,690. You prescribe it?—Yes.

54,691. You do not leave it to the choice of the schools?—No, except within certain limits. What we do prescribe is that the curriculum must include English, one or two languages other than English, Mathematics, Science, and Drawing, and there must be a reasonable teaching of Music in the school, for which we do not examine. At this stage what we ask is, that the pupil shall satisfy us on examination and by a school record that he has had a sufficient discipline in each of those subjects, and not that he shall necessarily pass.

54,692. By a school record?—By a school record and an examination.

54,693. Who conducts that examination?—The Department.

54,694. Without the assistance of the master?—Without the assistance of the master.

54,695. It is entirely an outside examination?—Yes. It is entirely an outside examination in that sense.

54,696. What about the leaving certificate?—When you come to the leaving certificate, when a boy has obtained an intermediate certificate, then he has a larger choice of lines of study. He must continue English, but he can drop his Science and his Drawing and various other things. He can concentrate more on languages, or on mathematical and scientific subjects. There, again, there is a certain examination in each subject.

54,697. Is his right of option confined to the subjects which are taught in his school?—Yes, that is to say, a boy could not present a subject which he had got up by home study unless it was provided for in the school curriculum.

54,698. With regard to that, do you also provide examiners?—Yes.

54,699. And you give the certificate?—We give the certificate, but the headmaster of the school must be a consenting party, so to speak. It is signed by the headmaster of the school as well as by myself as secretary of the department.

54,700. Does his endorsement show his consent, or only that he was present?—No, he can refuse it. For example, if he thought a boy, on the ground of bad character, was an unsuitable subject to be awarded the certificate, he could withhold it. I ought to say at once that that very rarely happens.

54,701. But it does actually happen. It is not only a theoretical possibility?—I have no recollection of any particular case, but I do think it does happen.

54,702. As far as Scotch education is concerned, would the possession of a school-leaving certificate being a condition of appearing in the competitive examination for the Indian Civil Service satisfy your requirement; that is to say, your requirement that we should not interfere with the normal working of secondary education in Scotland?—Yes. As far as the schools are concerned that will be quite satisfactory. The only point to be clear about is this. It is very desirable to have the school-leaving certificate in Scotland as a protection to a proper, well-balanced and broad enough curriculum for the schools. If you introduce a competitive examination on the back of that, then the subjects of that competitive examination would have to be in a line with those of the leaving certificate, and they would have to be somewhat the same for England. I mean to say there would either have to be a leaving certificate in England, or an examination which more or less served the same purpose.

Otherwise you can see the typical difference between the Scotch school and English school of the Secondary School type, namely, that the Scotch school works on a fairly broad basis of education and only begins to allow a certain amount of specialisation by 16, whereas the English school, as I understand, begins specialisation much sooner. A boy is sorted out as a probable Classic or as a probable mathematician at a pretty early age, and the other subjects are thrown off as so many encumbering weights. If our schools are to go on with a fairly broad curriculum, it would scarcely be fair to put them in competition with schools of a narrower curriculum and a greater intensity in certain subjects, unless you make the examination sufficiently broad.

54,703. You could do that by increasing the number of subjects and saying that the man, if he only took up one subject, would not get a sufficient number of marks unless he took up other subjects?—That might be done. It would be rather a drastic way of doing it, because it would be interfering with the school to a certain extent.

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54,704. With regard to the point you were just making, which is interesting to me particularly, you said you thought the two systems of education in Scotland and in England are so different that it is very difficult to hold one examination which is fair to both systems of education?—Yes, if each country is to be allowed to develop freely on the lines which are best in its educational system. Because the moment you introduce an examination of the type we are discussing, that of itself has a great influence upon the line of teaching at the schools. It also drives the schools into certain lines of teaching. What really is necessary, if these examinations are to remain, is that they should be framed after very careful consideration of what is actually being taught at schools, and that if certain things ought to be taught in schools that are not being taught at the present time there should be an agreement between the authorities, the Civil Service Commissioners, or whoever it may be, and the schools, that there shall be that change in the school curriculum.

54,705. Otherwise it is harmful to the educational system of the country?—I think so.

54,706. Either the examination is deserted or you deflect the normal development of the school teaching from its proper line?—Quite so.

54,707. Do you think that the two systems, which are in vogue in England and Scotland, are sufficiently different to make it difficult to hold one examination for the two?—It makes it difficult. It makes it more of an artificial thing.

54,708. That is what made you suggest a separate examination for Scotland?—Yes, because then we could have our schools worked on lines which are approved by the people of Scotland, and a perfectly fair selection made as between the candidates.

54,709. I want to ask you one question about the Scotch Universities. Do you think it probable that they would be willing to establish a school of Indian studies and give a degree upon it, or do I understand you to say it was probable only at one University?—I think it is more immediately possible in one University, and I think the others, if that were resolved upon, might follow by and by. Still, I do not know that there would be any enthusiasm to do it.

54,710. It would be an advantage to India if the number was restricted, because then it is possible that there would be very much better teaching concentrated in those few Universities rather than if it were diffused over the 17 Universities of the United Kingdom?—I quite agree.

54,711. I wanted to know if you could give us any estimate as to what would be the strength of the demand on the part of Glasgow and Aberdeen, for instance, for the establishment of a school of Indian studies, and probably a consequential demand for a grant from the India Office?—One would have to be

clear as to what it is we are discussing. How long would this course be supposed to last?

54,712. Such that a person could get a degree on it—three or four years?—That would be confined to purely Indian subjects?

54,713. That is so—Law, Indian languages, a certain amount of history, sociology, and economics?—If such a course were continued for three or four years then there would be room for doing a certain amount of work in other subjects which were not absolutely necessary for Indian purposes.

54,714. Well, it would be like an Indian Greats. It would be a Greats not correlated to the classical world but correlated to India?—I think that would be a very good school if the specifically Indian subjects were not made too prominent.

54,715. You would not like to see Indian languages not made prominent, would you? Would you teach Aristotle solely in English?—I think there is a good deal more to be said for teaching Roman and Greek literature, and history in English than there is at the present time. Still, I think on the whole it is not probable that for some time to come at any rate—if ever—there would be a demand for more than one school of that sort in Scotland.

54,716. (Mr. Chabal.) Is there any maximum or minimum age fixed for the leaving certificate examination?—No, there is no minimum or maximum. That is a point I am rather glad to have an opportunity of explaining. It is sometimes said that a pupil may not begin his Secondary School study or be presented for the intermediate certificate before a certain age. That is not at all the case. There is no lower limit as to when a boy may begin his Secondary School work, or the age at which he may take either the intermediate or the leaving certificate. He might conceivably take the leaving certificate at 16. I say "conceivably," but as an actual fact it does not work out so; it is extremely improbable any pupil ever would.

54,717. What about the examination you alluded to as one which is held after the school-leaving age or at the school-leaving age, and which you said corresponded to the second class?—The intermediate examination of the Civil Service? The age for that is 18 to 19½. We have no fixed age; there is no upper or no lower limit. There is a certain length of study required.

54,718. There is no age limit like the present limit for the Indian Civil Service—22 to 24?—No.

54,719. Am I right in supposing that in your opinion a three years' course at the University, after the competitive examination, and of the type sketched out by Sir Theodore Morison, from an educational point of view, be so profitable to a young man as a three or four years' regular course taken before the examination on the regular lines?—I should prefer the latter.

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54,720. Could you put into such a course Sanskrit or Arabic, and Persian and Indian history, and economics, particularly with reference to India, and the study of some of the vernaculars, without encroaching unduly on the time at the disposal of the candidate for the ordinary subjects of the normal course?—Certainly not. You would be getting into a professional course of study and leaving a proper University course.

54,721. One question with respect to the last portion of your observations with regard to having an examination of character. The school record you are speaking of is not a school record which can be of any use to test the qualities of character which are considered to be necessary in a high administrative officer?—No.

54,722. And so far as the virtues of originality, initiation and driving power are concerned, it is not a very useful guide which the school record can furnish, is it?—Not as it stands at present. I think more information on that subject might be obtained. I only put that as a possibility.

54,723. (*Mr. Gokhale.*) I think you said that among men of high qualifications the competitive examination is really not better as a test of the relative merits of candidates than the drawing of lots?—I put it in an extreme form. My opinion tends that way, always supposing you have a high qualifying test.

54,724. Among men whose qualifications have been ascertained to be high at first?—Yes.

54,725. If candidates are men of that type, then you attach no value to a competitive examination?—I do not attach so much value as is attached at present. I do not want to be too positive on this subject.

54,726. I think you said later that in your own experience you had found that men who had stood relatively lower down had done better than the men who had stood higher up?—Quite so, that there is no connection between the order of merit in their examination of the men in my office, and their actual efficiency in their work in the office.

54,727. What I wanted to know was, has that experience been fairly general, or has it been in regard to exceptional cases?—I have not made an exhaustive and minute inquiry into the subject. I am giving you my impression based on specific cases which have come to my notice.

54,728. You think the number of cases where men have stood relatively lower down and have done better than those who have stood above them is large?—I go so far as to say that I do not think there is any necessary connection between the order of merit in the examination by which they came in and the efficiency with which they discharge their duties after they have come in—always assuming that they have attained a good high qualifying standard.

54,729. But if that is really the case, that men who have stood lower down have done better than those who have been above them, it almost seems as though we might hold a competitive examination, and take the men in the reverse order?—No, I do not think so. I do not think it would be of any use having a competitive test under those circumstances.

54,730. You are impressed with the drawbacks of competition, but are not there similar or even worse drawbacks in a system of selection?—There are many difficulties in the way, and the tremendous difficulty is to get people to exercise the necessary responsibility.

54,731. There is always the chance of abuse and very serious abuse of this large power, is there not?—I do not know. If you put the selection of men for a particular piece of work in the hands of a man whose credit and reputation depend upon the efficiency of that work which is done under his direction, he will be very careful as to the man he selects.

54,732. But you may get men occasionally who may not take so high a view?—Then I think their reputation will suffer, and possibly their continuance in office will not go on.

54,733. Have not there been cases in this country in the past where the power of selection has been abused?—There is no question about it. In the old days the whole system was a patronage one, in which a man took advantage of his rights as patron to appoint people for whom he wished to find occupation or a job. The competitive examination system was introduced because of the abuse of that power; but it does not follow that the competitive examination is a perfect cure, nor does it follow that you cannot develop a system of selection on personal responsibility which is free from the abuses of the old patronage system.

54,734. What safeguard is there that the old abuses will not return?—I have just mentioned them—that if the selection is made in a responsible way by men who are interested in the efficiency of the work for which the men are selected, it will be done in quite a different spirit to that in which it was done in the old patronage days.

54,735. That is putting it in only general terms?—It is, yes.

54,736. I want to ask you one question about the consideration to be given to the school record to modifying the results of a competitive examination, assuming a competitive examination is held. I can understand its being taken into consideration where the candidates all come from one school; I can understand how the method can work then, but where candidates come from a number of schools, and you have to take these records from different schools, how will you estimate their relative value one against another, and how will you use that for determining the place of a candidate in the final list?—As regards individual schools, I have

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explained that the teacher presents a list of his students in a particular subject, say Latin, in order of merit. There is an order of merit obtained in the written examination. Our inspector visits a school and sees where the variations are in that order of merit. Now you have half a dozen schools. You have an inspector going to the other half dozen and doing exactly the same thing. The teacher's order of merit contains what he considers the relative standing of his students marked to a maximum of 100. That is adjusted by the inspector on the result of the written examination. It is adjusted by the same man for a fair number of schools, and as between all those schools at all events you have a common standard of judgment.

54,737. That will not be strictly accurate, but still there is some common standard—the judgment of the inspector. But how is the method to work where you have a large number of schools under different inspectors?—There is the judgment of the inspector, and he has the teacher's report, and the results of the written examination.

54,738. But take Scotland or England and Ireland, how will you estimate the relative value of those school records in determining this question?—About 47 students were selected for the Indian Civil Service last year.

54,739. Drawn from a number of schools throughout Great Britain and Ireland?—There is only a small number of those who would come from Scotland. The candidates, I understand, were something under 200, and there again a small number only would come from Scotland. There would not be the least difficulty in sending a Committee to each school from which there was a candidate, with the results of the written examination in their hands, with an opportunity of studying the teacher's records, with an opportunity of cross-examining the candidate, and on that coming to a decision as to the relative value.

54,740. Do you think that would be feasible?—I think it would.

54,741. (*Mr. Sly.*) Does this school-leaving certificate examination apply to all schools in Scotland, including the schools that are more or less on the lines of the English Public School, such as Fettes?—It is compulsory as regards all schools which receive Government aid. As regards other schools it is a matter of voluntary acceptance, and we make it a condition if the school goes in for the leaving certificate that it shall be inspected by people whom we appoint. But we inspect certain schools, for example Fettes, which do not go in for an examination.

54,742-3. Then your proposal would be to exclude all boys studying at Fettes unless there is this examination?—I daresay there would have to be some alternative for schools which do not go in for the school-leaving certificate.

54,744. Can you tell me how this school-leaving certificate examination will compare

with the examination for University Bursaries in Scotland? It has been suggested to us that we should take the latter as the type of examination to which our proposals should conform. I wish to know whether there is any real difference between the two standards?—The difference is that the University Bursary Competition is narrower, and what happens is that a pupil in a Secondary School takes the leaving certificate, say about the age of 18, and very often stays another year at the school to prepare for the Bursary Competition, which, I think, we and most people in Scotland are inclined to regard as a serious evil. You have what I may call a year of cramming for a special examination, neglecting the general breadth of school work which has been followed up till the leaving examination is passed.

54,745. Then we have been told that the English University Scholarship Examination is still narrower than the Scotch Bursary Examination?—From what I know of it, I should say it was.

54,746. In that case it would be still more difficult to get one examination that would conform to these three types of examination?—I think so.

54,747. I should like to be clear about one point with regard to this school record which is taken into consideration in the school-leaving examination. It takes into consideration the master's opinion upon the studies of the student?—Yes.

54,748. Does it take into consideration anything about the moral character of the student at all, or not?—What I have been speaking of in my examination has been the master's opinion on proficiency in an individual subject where moral character is not a matter for consideration. But there is a general certificate from the headmaster of the school to the effect that there is nothing abnormal about the boy, and that he is a boy who may be awarded the leaving certificate.

54,749. That is, a boy known to the headmaster to be a bad character cannot get a school-leaving certificate?—No, he would not get one in that case.

54,750. Is any special consideration given to athletics or to capacity for controlling men, such as being captain of the school cricket team?—No, I am sorry to say there is not.

54,751. That is not taken into consideration?—That is not taken into consideration. I am speaking purely of attainments in what I might call examination subjects. I have suggested it would be possible and very desirable to take in these wider considerations you speak of, but I have no practical proposal to make for doing so.

54,752. (*Mr. Fisher.*) Would you be in favour of assigning marks for physical qualities?—I should, if it were practicable to do it.

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54,753. Have you any opinion as to that? Do you think it would be practicable?—I very much doubt whether it would.

54,754. Has the question come up for the consideration of your Office?—No, it has not, but every pupil who is put forward for our certificate is supposed to have had a proper course of physical exercise in the school. We might refuse to issue leaving certificates to a school which did not provide a proper course of physical exercise, but we cannot take account of the capacity or the efficiency of the boys in physical exercise.

54,755. But you regard a certain physical minimum to be implied in your leaving certificate?—We do in that sense.

54,756. Suppose a competitive examination at the school-leaving age were instituted on the following lines:—first, an English essay; secondly, a paper of general questions to test general intelligence; thirdly, an option between three groups of subjects, (1) a classical group, Latin and Greek and ancient history; (2) a modern language and modern history group; and (3) a science and mathematical group (I am excluding a special group for the benefit of Indians); assuming such an examination were established, would that suit your Scotch candidates?—You see, to the end of our school course the boy must study the whole of those three groups in one form or another. He must study English right through, which means a good deal more than writing an English essay.

54,757. But English, I presume, would also help him in his general paper?—Of course. I am not quite sure what the general paper would be, but the English essay of itself I would not regard as any sufficient test of the boy's study or attainments in English. Secondly, he must take a language, and he must take, except in very exceptional circumstances, mathematics or science right through; so that he has to take three of your groups, and if he were to have a choice of two of them I do not think it would work quite well, that is to say, it would be an inducement for him to concentrate on two groups instead of three, which we consider rather undesirable at the present time. I think it makes for undue reduction of the breadth of study.

54,758. Would your standard, for instance, of mathematics be very much higher than the standard required for Responsions?—A good deal higher.

54,759. And you would not grant a certificate unless a boy obtained that higher standard?—We allow compensation to a certain extent. He must have studied his mathematics right through to the end of the course. We do not demand that he shall have obtained a higher grade certificate if he has taken up a couple of languages in addition to English, that is to say, if he has three higher grades, we do not insist that one of them shall be mathematics, but we insist that

he shall have studied mathematics to the end of his course, and we expect him, as a rule, to get what we call the lower grade. But we consider the thing as a whole at the end of the course and say whether this boy has or has not decently completed his school curriculum.

54,760. Would a boy, who is a really good Classic, up to a good scholarship at Oxford or Cambridge, and who was good at English, and who knew enough mathematics to pass Responsions, get your certificate?—I think the probability is that he would.

54,761. That is to say, you allow a fairly liberal amount of compensation for excellence in certain departments?—Quite so, but whereas in an English school he may deliberately throw out his mathematics and give the extra time, as well as interest, to his other studies; in Scotland he would, at least, have to keep up his study of mathematics to a moderate degree.

54,762. I gather the course which you would really prefer us to adopt would be to take your Scottish leaving certificate as a qualifying examination, and then to say to Scotch candidates so qualified, “If you choose “to come up to a Scottish University and to “go through a course of Indian studies, you “may, at the end of that course, be selected “for the Indian Civil Service”?—No, that is not quite the course I would prefer. The course I would prefer is that the leaving certificate, or an equivalent examination, one that could be reasonably accepted as equivalent, shall be a *sine quâ non* for consideration later on; that then there must be the attendance at University classes, such as the ordinary Degree classes, till 21, two years at least; then a selection of candidates on general work at that stage; then two years of special study for India, as there is at present, except it would be two years instead of one—the selection would be not on the whole four years of work, but on two years' work out of four; and then two years of special preparation. The other I suggested as a possible alternative, but that is not the one I favour.

54,763. The selection would be by the Civil Service Commissioners?—Yes.

54,764. By examination, with some consideration of professors' opinions and so on, and that would be a competitive examination?—Yes.

54,765. Am I right in thinking that the results of your inquiry into the school records generally confirm the results of the competitive examination?—Yes, on the whole they do in individual schools. We have no reason to compare school with school.

54,766. So that, on the whole, it would appear that the competitive examination is a good test of academic ability, at any rate?—First of all, the examination I am speaking of is not a competitive one; and, secondly, it is set deliberately with a view to the actual work of the schools.

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54,767. You are bringing me to what I am wanting to get at. Is the order in which the candidates are arranged in your competitive examinations—because I suppose there is an order, although it is a standard examination?—There is an order for each school and each subject.

54,768. Is that order very frequently reversed?—We do not prepare it.

54,769. But is that order, as a matter of fact, very frequently upset by an inquiry into the school records, or is it on the whole apt to be confirmed by the school record?—Undoubtedly, on the whole, it is apt to be confirmed. There are individual divergencies which are sufficiently explained.

54,770. (*Mr. Madge.*) So far as any opinion of yours can be quoted in favour of a reduction of the age, would it not be subject to considerable reservations?—Of what nature?

54,771. Taking two points that seem to make for a reduction of age, you say in your written answer, "There is a considerable body of opinion that the Indian Civil Servant comes to his work too late," and a few lines further on you say, "By the age of 23 or 24 a man tends to become set and his range of intellectual interests tends to become permanent." On the other hand if character depends on environment as well as on heredity, do you not think that he has a far better development in this country in the existing environments than in going out to a country like India, from a mental, moral and physical standpoint?—I should say, as mental development goes, it was favoured by a transportation at a suitable age to an entirely new environment.

54,772. At a suitable age, but the question is at an earlier or a later?—I think an earlier one.

54,773. Then on the next page you say that you handicap the poorer classes of the community and tend to preserve these appointments for the more well-to-do classes by the present age. But do not bursaries in Scotland go a long way to remove that handicap?—Undoubtedly, but they do not go the whole way as one would wish.

54,774. Would it be an exaggeration to say that the majority of students who are worth much do secure bursaries? I do not mean all students, but those who make their mark in life afterwards. Do not the majority of such students secure bursaries?—I would not like to tie myself to a precise expression like "the majority," but a very considerable number do.

54,775. And to that extent these bursaries do away with the handicap you refer to?—That is so.

54,776. Then on the other hand you say, "The mind of boys at 18 to 19 is immature"?—I am speaking of our own country.

54,777. Do you think the remark does not apply to England?—I should not like to express an opinion.

54,778. So far as it is immature anywhere, and with reference also to what you have said of the necessity of University education, do you not think that the later the choice is made the more chances there are of its being made correctly?—For practical purposes a man must get to his life's work at a reasonably early age. He cannot go on preparing for the future indefinitely.

54,779. But bearing in mind as regards young people in Scotland that they are helped by bursaries, and that a man is better qualified to make a choice say at 23 than at 18 or 19, do you not think a boy would be handicapped by making his choice at the earlier age?—I do not think so. Besides, I look at the question from another point of view. Your object is to get the best material for your Indian Civil Service. I am speaking of possible candidates from Scotland. My view is very definite that you get better candidates and a wider choice of capable candidates at the age of 21 than at the age of 23. I am speaking of the advantage to the Indian Civil Service of taking a wider range of capable candidates to draw from.

54,780. But we have had cases of promise in early life not only not being fulfilled but being departed from altogether?—Quite so.

54,781. And we have heard in India some proposals for removing inefficients partly on that account. To those who have somewhat lost faith in the fetish of competition, for some of the reasons you have mentioned here to-day, this difficulty arises about the selection of people by any of the methods mentioned by you on account of character. I think you said that any such system would be received in Scotland better than in England because they are accustomed to that kind of selection in the leaving certificate?—I said that the public mind in Scotland would be better prepared for taking some account of the judgment of teachers as to the relative proficiency of the pupils than it is in England at the present moment. I do not say that Scotland would accept the abolition of competitive examination, or any large modification of it.

54,782. You do not think that they accept the existing state of things because this selection is not a competitive one at all for appointments, as the other would be?—I am not sure I follow your point.

54,783. The Scotch public are accustomed to this system because the selection is not a competitive one?—That is so. That is where the teacher's judgment is applied to a non-competitive examination, and it is admittedly a step in advance. It might be dangerous to apply it to a competitive examination.

54,784. But if anyone was of the opinion that really you would select a better class of men by enforcing that selection, do you not think it ought to be publicly advocated, no matter how it might be received in the first instance?—Yes. Of course any proposal of that kind which is new would have to be very

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carefully considered and thought out practically to see how it would work out before one was in a position to put it before the general public as a panacea. I am only suggesting an idea which I think requires a great deal of further investigation and consideration.

(*Mr. Madge.*) I have heard the opinion expressed—although you would not go so far as to accept it—that the successes of the Civil Service, which have been very great indeed, have not been because of the competitive system but rather in spite of it.

54,785. (*Mr. Abdur Rahim.*) It has been suggested to us that there is a growing opinion amongst educational authorities in favour of a considerable modification of the competitive system, or rather against competitive examination. Do you endorse that statement?—I think there is a growing uneasiness as to the results of a purely competitive selection of candidates on written examination.

54,786. You yourself are very sceptical about its advisability?—Yes. Given a high standard of attainment I do not think you get much further by a competitive written test.

54,787. You cite some cases in your experience of secondary civil servants?—Yes.

54,788 Their work is of a more or less limited character compared with the work that Indian Civil Servants have to do?—Undoubtedly.

54,789. The Indian Civil Servants have very large administrative powers and they have to initiate and carry out large policies, so I suppose your opinion would be that the system of competitive examination has practically no advantage, apart from whatever qualifying test which may apply, in selecting men for such service?—You have just pointed out that there is an important difference between the Indian Civil Servant and the man whose work I was speaking of. It may be that while the relative order of merit in the examination has no real significance in the narrower sphere of a Second Division man, it might have in the case of an Indian Civil Servant. I do not know. I do not say so.

54,790. I was suggesting the other way?—I do not know, but what you say about the Indian Civil Servant suggests to me that what you really want is a distinctly higher standard of general education, such as can only be obtained at the University, as compared with what you require for a Second Division clerk.

54,791. With regard to patronage, do you suggest that it is practical to devise a proper method of selection?—I think it ought to be tried.

54,792. Do you know of any such selection or any method of selection, which has been devised and worked in this country?—At the present moment I cannot say. I should think it must exist in practice in most Government offices in regard to the appointment of officers who do not enter the office through a competitive examination. There are still certain

offices to which men are appointed without a competitive examination.

54,793. Do you think this abuse of patronage has been in any way accentuated by the system of party government that we have in this country?—I do not think so. I can say in the most emphatic way, as far as my own experience goes—and I think it is a general one—that as far as appointments in Government offices are concerned there is no political influence brought to bear whatever.

54,794. But nobody, apparently, according to you, has devised any proper method of selection. The only alternative, as it struck people, was to have a sort of automatic method of selection by competition?—That is so. That system was adopted many years ago as a reaction from the effects of the previous system. Apparently it has worked satisfactorily since, to the extent that I do not think there is any great, if any at all, public discontent. At the same time, those who have enquired into the merits of competitive examinations are very doubtful as to the real merits of that method of selecting candidates.

54,795. As regards teachers controlling the results of competitive examinations by their experience of the students' work, I am still unable to follow how the difficulty could be got over where you have a number of schools sending candidates for the same examination. You have to compare the merits; you have to place them in order. A teacher in his own school or an inspector in his own circle would be able to judge of the relative merits of the different candidates in his own school or in his own circle, but surely two teachers or two inspectors of different schools or groups would not be in a position to compare the relative merits from the records?—Just in the same way as under the present arrangement the papers in a particular subject of a competitive examination, if they are numerous, are revised by many revisers, and while one man is a fair judge of the relative merit between the papers he revises, it is not so easy to say that his order of merit takes its place correctly along with the order of merit of other revisers.

54,796. But as regards papers, the marks assigned are with reference to knowledge displayed by the candidate in that subject?—Yes, but if you get half a dozen men to revise the same paper you will get very different results, or at least results materially differing; I do not say they are different.

54,797. I quite see the uncertainty of all examinations like that, but surely your other method would be much more difficult?—I think it would be, but I think it is worth consideration.

54,798. You also said that a teacher sometimes fails a boy who has passed the examination but whose school record is not good?—There are cases in which a boy whose school record is very unsatisfactory has managed to pass the written test, and on consideration of his work, putting the two

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things together, the inspector comes to the opinion that that boy ought not to pass.

54,799. Why should a boy like that be allowed to appear at all at the examination?—I think every pupil in the school can claim a right to be presented, if he thinks he is of sufficient merit. You cannot leave it to the teacher to absolutely bar out candidates. He can exercise his influence or dissuade him.

54,800. (*Sir Murray Hammick.*) Do you know whether during the period when the age was very much lower than it is now, 18 or 19—that is, between the years 1878 and 1891—the competition was any wider than it is now?—Do you mean the number of candidates?

54,801. Yes?—That I really cannot say. I daresay that witnesses from the Universities will be able to give you some information on that point.

54,802. Is there not a chance, especially if the crammer comes up smiling, as he is most probably likely to do, at the age of 18 or 19, that instead of enlarging your field of candidates you may reduce it by the necessary expense of the crammer which does not come in now?—Unless you require attendance at University classes. Then you cut out the crammer, and that is the plan I recommend, namely, that there should be a certain necessary attendance at the University before a man is eligible.

54,803. But without any test of that sort you do not see much chance of getting rid of the crammer at that age of 18 or 19, unless you have some absolute check by means of a

certificate that a boy has come from a certain school or has been at a certain University?—Quite. You must have the two things—proof that he has been at the school, going through a satisfactory course of instruction until he gets that certificate, and then attendance at a University at classes which are accepted for your purpose.

54,804. (*Chairman.*) In your written answer you say that last year there were 1,711 successful candidates for the leaving certificate. Can you tell us what was the total number that entered?—No, but I can send you a note of that. (*The following statement was put in by the witness:*)—

*Statement showing the Number of Pupils presented for and awarded the Leaving and Intermediate Certificates in Scotland during a number of years :*

Year.	Leaving Certificates.				Intermediate Certificates.			
	No. of Schools.	Pupils presented.	Pupils passed.	Percentage of Passes.	No. of Schools.	Pupils presented.	Pupils passed.	Percentage of Passes.
1908	163	1,586	904	57	316	5,649	3,727	66
1909	159	1,887	979	52	289	5,880	3,540	60
1910	163	1,982	1,080	54	274	5,955	4,093	69
1911	153	2,092	1,248	60	276	6,178	4,797	78
1912	160	2,202	1,711	78	267	6,035	4,765	79
1913	162	2,290	1,739	76	277	6,327	5,088	80

(The witness withdrew.)

सन्यामेन जप्तं

Dr. JOHN HARROWER, M.A., LL.D., Professor of Greek, Aberdeen University.

*Written answers relating to the Indian Civil Service.*

54,805. What is the opinion held by the authorities of the University of Aberdeen with regard to a view, which was given in evidence in India, that Indian Civilians now come out to India too old, and with an insufficient knowledge of Law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years to be spent at one or more Universities, or at a special institution established for that purpose?—With regard to the question submitted by the Royal Commission on the Public Services in India as to the methods of recruitment most suitable for the Indian Civil Service, it is assumed that, although changes might be introduced in the values attached to the various subjects of examination, and possibly an extension made in the list of optional subjects open to candidates,

there is no serious proposal to depart from the principle of competitive examination at present in existence. At the same time, in view of complaints that are often heard regarding the unsuitability of a written examination for testing the practical qualities required in the work of administration, and in view also of the assertion that book-learned candidates often prove failures when confronted with problems of government, it is worth while considering whether the present examination might not be supplemented by an estimate formed after a *vivâ voce* examination. It would, of course, be unsafe to leave this further test to the subjective view of an individual, but the suggestion is made that it might be possible to submit the 80 or 100 candidates to an oral examination by a Committee. This might have the effect of weeding out the few who show *prima facie* evidence, of being unfit for practical work. This suggestion, however, is advanced with diffidence as there are undoubtedly examples of apparently unpromising subjects developing late into capable men of affairs in practical spheres of life.

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To the proposal sometimes made that the opinion of schoolmasters or tutors might be taken to supplement the written test, there appears to be an insuperable objection. Even if one could count on the impartiality of such judges the system is one that could never command the confidence of the country.

As to the point on which the opinion of the University is specially requested, the age limit for the examination, it appears to be the general opinion that the reduction from the present limit to one of 18-20 would in the present state of things be fatal to Scotch candidates whether from the schools or the Universities. Only those who could afford special preparation would have any chance with this lowered age. The mass of possible competitors would fall between two stools. The requirements of the leaving certificate and preliminary examination keep most pupils at school till the age of 18 or 19, and the standard of work in most of the Scotch schools is very much below that of an examination like that for the Indian Civil Service. On the other hand, one year at the University would be insufficient to bring them up to the required level. No doubt in former years with an upper limit of 19 or 19½ very capable men were sent out to India, but so far as the Scottish Universities were concerned, such an age limit was not then prohibitory, as the average age of leaving school 30 years ago was between 16 and 17. Candidates therefore were able to enter from Scotland who had completed three years of University study, and they professed subjects like Philosophy and Economics which are outside of the school curriculum at any time. If, therefore, the statistics from Aberdeen show that the low age limit between 1879 and 1891 was favourable to Scotch candidates, the radical difference of the school arrangements then and now must be borne in mind.

In view of the drawbacks of the present system mentioned in the letter of the Royal Commission some alteration seems necessary, and it is suggested that they might be removed and at the same time a real examination test of adult intelligence made possible if the present age limit were reduced to 20-22. Such an age would open the examination to University candidates well developed intellectually and leave two years clear for the

candidates' special preparation. Considerable experience in connection with the examination warrants the opinion that one year is too short a time to master the subjects of the second examination in anything like a satisfactory manner. The successful candidates, moreover, are very often quite exhausted with the great efforts they have made in preparing for the first examination and require a considerable period of rest before they are fit to resume work. This further reduces the time available for the special preparation, and often leads to compressing study into a few months for which a whole year is barely sufficient, the knowledge gained in this way being usually evanescent.

54,806. In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service Examination being adopted, is it probable that Aberdeen University would be willing to devise an Honours Course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include:—(i) Law; (ii) the elements of one classical and one vernacular language; and (iii) Indian history, sociology and economics. What provision is at present afforded in Aberdeen University for teaching these subjects, and is there any question of tuition and supervision designed for Indian Civil Service probationers?—With the lowering of the age limit to 20-22 it would be possible to lengthen the period of probation so that the selected candidates would proceed to India at 24 instead of 25 as at present, and the suggestion may perhaps be made that with a view of solidifying the practical knowledge required of candidates before leaving for India they should be subjected to more frequent qualifying tests than at present in the period of probation. It is believed that this would secure the desired end better than the device of including subjects like Law and Eastern languages among the compulsory subjects of the first examination. The latter change would alter for the worse the character of the examination which is at present a test of general capacity and in no way professional, and moreover from the nature of the case would help the candidate in his special preparation to an inappreciable degree.

Dr. JOHN HARROWER called and examined.

54,807. (*Chairman.*) We have already heard one representative from the University of Aberdeen. I notice that in certain points you and he slightly differ in your opinions?—Yes. The Committee was divided on some points, and also Mr. Irving really represents the Law School. I am representative of the Arts Faculty, and I have been Convener of the Indian Civil Service Committee in Aberdeen for 25 years, so I know more about the details than he would know.

54,808. Have you any returns showing the number of Aberdeen students in recent years who have entered the Indian Civil Service?—Yes. In the calendar of the University there is a complete list of the students who have been successful. In recent years we had something like an average of two successful candidates. Sometimes we have had more and sometimes less, and sometimes none at all.

54,809. What is the most you have had in

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the last 10 years?—I think three is the largest number we have had.

54,810. It is as a rule two every year?—Yes. Of course, under the old regulations when the upper age limit was low, we were more successful. In 1883 we had six candidates successful, in 1888 we had four, and so on.

54,811. Do you ever have candidates who have been successful in the examination, coming for their year's probation to the University?—I remember only one case in my experience in the last 30 years. One man came for his second year of probation.

54,812. You hold the opinion that, if the examination were reduced to the school-leaving age, it would be bad for Scotch candidates, whether they came from the schools or the Universities?—Yes, that is my view. The age of entrance has been forced up in the most extraordinary way in the last 18 years or so. In 1880–81, for example, there were actually nearly 60 entrants of the age of 16 or under. In 1910 there is not a single student so young as 16 who has entered the University.

54,813. How many have entered at 17 and 18?—In the year 1880–81 there were 32 who entered at 17 last birthday, 23 at 18 last birthday, and 10 at 19 last birthday. Coming down to 30 years later, we have none at the age of 16 last birthday, 17 at 17 last birthday, 52 at 18 last birthday, and 47 at 19 last birthday. I ought to mention that there are women included among these, and they rather send up the age a little.

54,814. So that whereas by that list you have none entering at age 16, you have a not inconsiderable number entering at the ages of 17 and 18?—The number at 17 is only 17, and there is a big number at 18 last birthday. Of course the eighties are synchronous with the big successes in Aberdeen. The largest number of our successes in the Indian Civil Service were gained at that period, but the men came to college at the age of 16 and had three years with us at the University.

54,815. Now assuming the examination was at between 18 and 19?—We should have no candidates from the University, or hardly any would be able to go up. An occasional candidate who had entered at 17 last birthday would have been a year with us or possibly a little more, but then he would have no marks of the University training about him.

54,816. But he would, I suppose, be in a position to compete in the examination?—I should doubt that very much. It is rather a curious situation. The leaving certificate examination sends up the age to a large extent, because the men have to qualify in so many subjects. They have to qualify in Latin or Greek generally, and in mathematics of a higher standard. Then again the Bursary competition comes in also in the same direction.

54,817. What age is that?—I think a clever boy usually gets his leaving certificate or preliminary examination a year before he goes in for the Bursary competition.

54,818. At what age does he go in for the Bursary competition?—The age when he comes to college is on the average 18½ to 19. He comes to college almost immediately after his Bursary competition. The situation is this—that a boy in the Bursary competition has to come up to a high standard in so many subjects, a fairly high standard, that is to say, but he cannot get up to the highest standard. He becomes a fair classic and a fair mathematician, but he never could face the examination which was set in 1882 for the Civil Service of India. His classics would be much below that standard and his mathematics would be much below it. In the English school, so far as I remember from my own recollections of Oxford, a man came up from school knowing far more classics than a Scotch boy did when he entered a Scotch University, but that was because he had not been bothered with mathematics. Similarly a mathematical man had been allowed to go on doing mathematics in an English School, but he had not been bothered with classics, and his mathematics were much above a Scotch boy's on entering a Scottish University. The situation in Scotland is that a boy has to get up to a certain level in classics, mathematics, English, and a modern language; that is in five subjects altogether, and that makes him unable to face an examination of this description which needs a much higher standard of teaching than he could get in any Scotch school of the ordinary secondary type. I am not speaking of Fettes School, which is of the English type, and which pushes a man up in classics. A Fettes boy, I think, would go in for that examination at 19, but what we produce in Scotland is rather a level in a lot of subjects, and I am perfectly certain that the boys I have had through my hands for the last 30 years—the kind of boy we get coming up to the University from the Scotch schools—could not look at that examination between 18 and 19. They could not do it from a purely Scotch training.

54,819. From the Secondary Schools?—From the Secondary Schools.

54,820. We have had a good deal of evidence as regards Secondary Schools. They are in process of development, are they not? They are gradually improving and increasing their standard for the higher age?—I have not heard anything about that. The leaving certificate examination improved them when it was instituted.

54,821. I suppose the Indian Civil Service Examination of thirty years ago did not cater for boys from the Secondary Schools?—I think the candidates then came from the English Public Schools, and not from the Scotch schools.

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54,822. I suppose they came from the secondary Scotch schools too, did they not?—The majority of those who came from Scotland came from the Universities.

54,823. But you are not suggesting, are you, that when the Indian Civil Service examination was at the school-leaving age no Scotch candidates were successful?—They all came from the Universities. They had all been from two to three years at a University. They came to us at about 16—men like Sir Benjamin Robertson and Sir John O. Miller and Sir Harvey Adamson. They all came at an early age.

54,824. The Universities in those days were in a sense public schools as well, were they not?—I disagree with a great many statements to that effect. It has been said the Universities were doing the work of the secondary schools. That is a statement which requires to be received with a good deal of caution. The Universities were doing the work of the secondary schools in classes outside the curriculum, but we were doing very high work as well.

54,825. But I suppose, when boys went up at 16, they were given the appropriate training for that age, which would be what we should regard as a public school training?—Possibly, but only in the lower sections the first year, and you must remember that we had men like Jebb and Butcher and Sellar doing very much higher work with the graduation course and honours course. The statement is misleading. It should always be understood that it only refers to lower class work.

54,826. You say a boy in Scotland would have no chance of passing the Indian Civil Service examination. Have you any returns to show the successes from Scotland in the scholarship examinations of Oxford and Cambridge?—I could easily get them from Aberdeen. I have a publication of my own showing a complete list of these, but I have not got it with me. That is, for Aberdeen only.

54,827. Assuming the school-leaving examination for the Indian Civil Service was framed on the lines of an Oxford or Cambridge scholarship examination, would you still feel that it would be bad for the Scotch candidates?—The Scotch schools cannot send up successful candidates for the Oxford and Cambridge scholarship examinations. They do not do it, from Aberdeen at any rate, or anywhere in the north.

54,828. (*Mr. Fisher.*) If you were constructing an examination for the Indian Civil Service for boys of 19, which would be suitable for Scotch candidates, and which would give them a chance, how would you frame it?—I would suggest our Bursary competition examination, the scheme for Aberdeen, which is coming into existence very soon. It has Latin, Mathematics and English as compulsory subjects. Five subjects are required to be taken in all. You

choose your other two from French, German, Greek, Natural Philosophy, and Gaelic. These are on what is called the highest standards, or will be when the examination is held, but they will be nothing like as hard as the examination for the Indian Civil Service in those subjects of about 1882. The mathematics, for example, in 1882, went up to the Differential and Integral Calculus. Our examination goes only to Algebra and Trigonometry. That examination would suit us very well, but what would happen to the candidates coming from other quarters? A low standard of age inevitably means forcing up the standard. We have found that constantly. The candidates themselves, force up the standard. You would have a dozen men coming in equal for the first place if you had a low standard of examination, and in a very few years, if you started with that, you would be compelled, with the standard which we have at present in Aberdeen, to have a very much higher standard.

54,829. Are your optional subjects of French, German, Greek, Natural Philosophy and Gaelic on a higher standard than the compulsory subjects?—No, they are on the same standard.

54,830. Would the Greek and Latin papers, for instance, be equivalent to the papers that are set for the Balliol scholarship?—No, nothing like it at present.

54,831. How far do they go in mathematics?—You mean for the Bursaries?

54,832. Yes?—I think the prescription is Algebra and Trigonometry.

54,833. What is the Bursary age?—Between 18 and 19.

54,834. (*Mr. Sly.*) You have told us that the undergraduate of the Aberdeen University enters at the age of 18 or 19. How many years does it take him to get an honours course?—Four years. In some cases five, but very rarely. They cannot afford to stay for five years.

54,835. It is a four years' course?—Yes.

54,836. Then he would be from 22 to 24?—He is about 23 on an average when he takes his degree.

54,837. The suggestion made in your written answer is that the examination should be put at the age of about 20 to 22?—Yes.

54,838. That would cut right across the middle of his University course?—He would be three years at the University, and we found three years did with us splendidly in the eighties. Three years was the ideal time to be at the University.

54,839. But would it not be a serious drawback from the University point of view that a man should be taken away in the middle of his honours course to go up for a competitive examination like the Indian Civil Service?—The numbers are so very small. Probably you would have two in a year, and I think we would reconcile it to our consciences if we got

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those men embarked on a splendid career like the Indian Civil Service.

54,840. We have had strong evidence from the English Universities that they wholly disapproved of any age limit that will interfere with the University course. It must occur either before the University course or after the University course is completed. You do not think that feeling is so strong in Aberdeen as in Oxford?—I do not think it exists at all because the circumstance are so different. In Oxford you have a very large number of candidates going in, and it would be a serious matter for the Oxford colleges, if the men were coming up with scholarships, only to run away before they have finished their career. They would not get their Firsts in Greats and the Colleges would lose in that way. That is the explanation of the Oxford attitude, I think. Of course they may call it something different. With the number is small.

54,841. Would your students, if the examination were at the 20 to 22 age, go through the ordinary honours course and then go up for the Indian Civil Service examination, or would they need to have a special course?—At present they have something of a special course, in the sense that they have to take up subjects which are not included in their honours, and very probably they would have to do that under my system as well. They may have to take up, for instance, political science, political economy, and sometimes a modern language in addition to their ordinary honours. We think a man must take honours in philosophy and classics if he is going to have any chance under the present system.

54,842. In the three years?—In the four years. He must do that if he is going to have any chance, but in addition to that he has to have these extra subjects, and it would be no great change if we did have them under the 20 to 22 scheme.

54,843. (*Sir Theodore Morison.*) Did I understand you to speak rather as if there were too many subjects now offered in the school-leaving examination? Did you indicate that you felt from an educational point of view that the students were kept too long?—I think not; just the opposite. I believe it might be very good educationally, but I was trying to explain, strictly in reference to this examination, why it was that Scotch schools are apparently so much inferior to English schools. They do not reach the same standard in classics or mathematics taken separately. It was simply a patriotic desire to keep the

Commission right on the matter, because it does sound dreadful that the Scotch schools should be so inferior.

54,844. But you are satisfied?—Educationally I think it is quite good.

54,845. Would it meet your point of view if, amongst the alternative groups which could be offered in this examination, there was one group which adequately represented the Scotch system of education as represented in the school-leaving examinations?—It would be very difficult to distinguish between that and the ordinary course at an English public school. How would you distinguish between them?

54,846. It has been suggested to us that we should have a group for classics with history; modern languages with history for a second group; and mathematics and science for a third group. Those are particularly for England. In all those the standard would be higher than that which has obtained in Scotland?—Yes.

54,847. But surely your case would be met by the addition of a fourth group, the total of which would not carry more marks than any of those separate groups, and therefore could be classed with them, but in which a much larger number of subjects than is possible under the English system of education, would all be offered together?—I do not know how that would work. It is possible it might do.

54,848. All I am putting to you is that this group, which would represent Scotch education, might be marked as high as the group of classics with history which represents the type of public school of Eton, Harrow, and Winchester?—I do not know. One would require to see the papers and see how it could be worked out. It seems to me a little bit difficult to equate things like that. I am rather opposed to options altogether in competitive examinations, because of the great difficulty in putting subjects on a level.

54,849. That problem is before you at the present moment. You have to equate French and Botany?—I know.

54,850. And Chemistry and Greek?—But you are going out of your way very much more if you are going to introduce it in your scheme.

54,851. I was not contemplating so many options as there are at present. There are four?—When you look at the combinations there are not so many after all.

(The witness withdrew.)  
(Adjourned to to-morrow at 10.30 a.m.)

**At 12, Queen Anne's Gate, London, S.W.**

**Wednesday, 16th July, 1913.**

**SIXTIETH DAY.**

**PRESENT :**

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman.*)

THE EARL OF RONALDSHAY, M.P.  
SIR MURRAY HAMMICK, K.C.S.I., C.I.E.  
SIR THEODORE MORISON, K.C.I.E.  
MAHADEV BHASKAR CHAUBAL, ESQ., C.S.I.  
ABDUR RAHIM, ESQ.

GOPAL KRISHNA GOKHALE, ESQ., C.I.E.  
WALTER CULLEY MADGE, ESQ., C.I.E.  
FRANK GEORGE SLY, ESQ., C.S.I.  
HERBERT ALBERT LAURENS FISHER, ESQ.

M. S. D. BUTLER, ESQ., C.V.O., C.I.E. (*Joint Secretary.*)

JOHN BURNET, ESQ., M.A., Professor of Greek, St. Andrews University.

*Written answers relating to the Indian Civil Service.*

54,852. What is the opinion held by the authorities of the St. Andrews University with regard to a view, which was given in evidence in India, that Indian Civilians now come out to India too old and with an insufficient knowledge of Law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities or at a special institution established for that purpose?—If the examination for the Indian Civil Service were held between the ages of 18 and 20 it would, in our opinion, be impossible for any candidates from Scotland to compete successfully, except the few who could afford to go to a crammer's on leaving school.

54,853. In the event of any changes in the direction of lowering the age-limits for the Indian Civil Service Examination being adopted, is it possible that St. Andrews

University would be willing to devise an Honours Course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include (i) Law; (ii) The elements of one classical and one vernacular language; and (iii) Indian history, sociology, and economics?—While there is no objection in principle to an Honours Course of Indian studies leading to a degree, it is improbable that any University in Scotland (with the possible exception of Edinburgh) could provide the staff necessary for the purpose.

54,854. What provision is at present afforded in St. Andrews University for teaching the subjects mentioned in the last question, and is there any system of tuition and supervision designed for Indian Civil Service probationers?—We make no special provision for teaching Indian subjects. A fair number of candidates from this University go into the Indian Civil Service at present, but they go elsewhere for their probation. If the age were lowered we should have no candidates, and therefore we should be still less likely to have probationers.

Professor BURNET called and examined.

54,855. (*Chairman.*) You come before us to-day to represent the views of St. Andrews University?—Yes.

54,856. Will your answers represent the views of the University or only your own personal views?—I think, on the whole, I may say they are representative of the views of the University, in this respect, that we have talked it over a little, and I was asked to appear before this Commission by the University Court, which is the governing body of the University, and I represent them.

54,857. Have you any return you could give us showing how many of your students at St. Andrews have passed into the Indian Civil Service in recent years?—I can say from memory that there were two last year, and generally speaking, every three years or so, we have one or two. That is about the average.

54,858. Do they ever return to you as probationers to take their year's course prior to going to India?—No, that has never happened.

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[continued.]

54,859. Have you any facilities in your University for the probationary course?—No, not at present; we had once for Sanskrit, but that is the nearest we have ever come to having special facilities. We are a small University, and for the number it would be impossible for us to keep a staff of that kind.

54,860. Your first answer reads: “If the examination for the Indian Civil Service were held between the ages of 18–20 it would be impossible for any candidates from Scotland to compete successfully, except the few who could afford to go to a ‘crammer’s on leaving school.’” Could you elaborate that a little for us?—The reason for that is that our schools in Scotland, with the exception of one or two, are not able to carry education so far as to make it possible for the pupils at the end of their course to become candidates in a severe competitive examination of this kind. It is always necessary for them to have some further instruction than the schools can possibly give them. With the age as it is at present they get such instruction at the University. If it were reduced, then of course it might still be possible, as it was formerly when the age was lower, for boys whose parents had means to get preparation by sending them to some institution which prepares for the examinations, but they would not come to the University at all in all probability. They generally did not when the age was lower—I forget how many years ago, more than 20 years ago. I had friends of my own at school who desired to go into the Indian Civil Service, and they were able to do it because, as I say, their parents were able to afford it; otherwise it would have been quite impossible. They did not go to the Scotch Universities at all.

54,861. In those days the average age for leaving school was 16, was it not?—Yes. It is rather higher now, of course.

54,862. It is now 18?—Yes. The statistics are a little misleading, if one takes the average, because the average includes women students who on the whole are older; and consequently I think a good many of the average ages that have been given in various statements on this and other subjects are a little misleading in that way. The average is not quite so high as it would appear to be. I have brought here with me the ages in years and months of first year students at the University who have been taking Greek for the last two years, and I find that there is a considerable variety of age. For instance, in the present year, the highest age entered is 24, whereas there is one actually as low in this year as 16; but that is most exceptional nowadays.

54,863. Have you many of 17?—Only two, one of 17 years 8 months, and another of 17 years 11 months. Those are the only students under 18, except the one of 16 that I have just referred to.

54,864. I suppose the majority of them come up to about 18?—Yes; there are several

19, and the number over 20 is nine, but some of those are women.

54,865. As the tendency to remain at school has developed, has the standard of those in the upper part of the school risen correspondingly? — To a certain extent undoubtedly, but not sufficiently. And I do not think it is likely to rise sufficiently, for this reason, that the schools are not adequately staffed for teaching up to the necessary standard, and until there is a complete alteration in the condition of the schools, and in the financial inducement for good men to become schoolmasters—that is a very important point—I do not think it is likely to improve.

54,866. Do you say that of the old schools in Scotland, even the older public schools?—There are very few that would come under that head. The only school which is at all comparable to an English public school is Fettes College. I do not suppose they would have any difficulty whatever, in fact, I am sure they would not. But I am talking of the average Secondary School, as we call it, of Scotland. There may be one or two exceptions in the large towns. For instance, Edinburgh Academy, I have no doubt, would be able to work up to that point, but they are extremely few, very few, certainly not more than three or four such schools, and I see no near prospect of their being able to do much more because of the difficulty of getting an adequate staff for higher work upon such small salaries as are paid to the schoolmasters.

54,867. So that the secondary schools, as they stand at present, could hardly compete if the Indian Civil Service Examination were held at the school-leaving age?—No, they could not, except a very few, such as Edinburgh Academy, and one or two others, certainly less than half-a-dozen.

54,868. If an examination were established at the school-leaving age, and framed in such a way as to be suitable for Scotch teaching as well as for English, do you think that boys would come up from school, say at 17, and have a year's training at the University prior to going in for the examination?—That is the sort of thing they used to do, but I do not think it would be a very effective means of preparing for the examination, because the work we do at the University is not of the same nature as school work. We do not give them the sort of drilling which would be necessary for an examination held at the age of 18, and I should think that any boy who did that would stand rather a poor chance in the examination. We can hardly—I do not like to use the word “cram”—but we could hardly give the proper drill which is required and which a school can give. We can hardly do it under the conditions of a University, and it would not be desirable.

54,869. We have had evidence before us in the last two or three days on the comparative merits of a teaching such as you describe, and

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[continued.]

that of a public school, and the opinions have been rather in favour of a year at the University, but I understand you would not take that view?—No, I do not think I should, not so far as my experience has gone. I think one year at a University is very little use. What I mean is that I think if a boy is not going to take a complete University Course, he had much better not take any, because it is a very incomplete and fragmentary thing. It is intended to lead on to something else which never comes.

54,870. Of course it might be contemplated that if the age for the examination were reduced to the school-leaving age those who succeeded would have a full University Course after the examination?—No doubt they would have a probationary course; that I can quite understand, but for obvious reasons it would not affect us; they would not come to us.

54,871. Because you have not the provision for them?—Because we have not the provision for them. They would not come to any Scotch University.

54,872. You say in one of your written answers that it is improbable that any University in Scotland could provide the staff necessary for the purpose of an Honours Course of Indian studies leading to a Degree. Is that the case?—I made a possible exception in favour of Edinburgh, but I think I was wrong there. I have been speaking to some of my friends in Edinburgh since, and they are of opinion that they could not do it. I thought possibly they might, as they have a much larger staff, but it appears that they do not think so.

54,873. Are there any further points that you would like to put before us?—There is one thing which is a rather general consideration, which perhaps has not so closely to do with the University of St. Andrews as with the general question, which I may perhaps be allowed to mention as a thing that occurred to me. I was at Oxford myself at the time when there were Indian Civil Service probationers there under the old system; when they came after passing an examination at the earlier age and took a considerable period of probation there, doing Indian subjects. At that time it was undoubtedly the case that they went to different Colleges, and to the best Colleges in Oxford, but there was a slight tendency for them to become segregated from the others. That was my impression. They seemed to keep together very much, and did not get, in my opinion, quite the same advantage from the University, as is got from the University of Oxford by those who go in at the later age at present through the regular Degree Course. As far as my experience of Oxford has gone, such men get a very much greater advantage from being at Oxford, than those who go there for purely professional purposes. That is an impression which I obtained in Oxford, both as a Graduate and

an Undergraduate, for a good many years, and I have that impression very strongly.

54,874. Is that due to the fact that they have to be trained in special subjects for the Indian Civil Service?—I think it is.

54,875. But take for instance Law, a very important subject; that need not necessarily isolate them?—Oh dear no.

54,876. They can mix freely with their colleagues in the University whilst going through a Law Course?—Yes, certainly, but in a large College—it might be different in a small one—they seemed to keep together somehow; there seemed to be a sort of bond between them. They had their own societies, and kept together in a way which I do not think was quite the best thing for them in the circumstances.

54,877. Holding that view, have you any comments to make about the suggested establishment of a separate institution?—What I have said would apply even more strongly in that case. On the other hand, supposing that a later age were imposed, and the candidates previously had a normal University education, then, of course, the probation might be very much more technical and more special than it is at present. There would be no objection to that whatever.

54,878. Have you many Indians at St. Andrews?—We have none at all at St. Andrews itself, but the greater part of our Medical School is at Dundee, and there are two or three there, three, I think, at present.

54,879. Do they mix freely with the other students?—I am afraid I could not say anything about that; I have not come across them at all.

54,880. (*Sir Murray Hammick.*) Putting aside altogether what we want in India, are you quite satisfied with the present age?—The present age is extremely satisfactory for us for our conditions in Scotland. There is no doubt that it is extremely satisfactory. We could cope with a reduction of one year possibly, but I think any further reduction would cut us out completely.

54,881. The age of 21 as a maximum you would not like?—I do not think we could do very much with it. I think it would practically exclude us.

54,882. Do you know at all when you first began to pass candidates for the Indian Civil Service?—Very shortly after the age was raised. There had been some in earlier days.

54,883. But going back again before the age was raised, the time when I came out, 35 years ago, were you passing men then?—I do not know of my own knowledge, but we certainly were. At that time there were one or two.

54,884. The age then was 21, and the school-leaving age was 16?—Yes.

54,885. So that the age probably suited you then?—Exactly.

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[continued.]

54,886. And it would not suit you now?—That is so. We get very few at 16. I have only one, and that is quite exceptional, on the list which I have here.

54,887. We have been told by some evidence that we have had that, quite contrary to what you say, the age of 18 and 19 would suit Scottish boys extraordinarily well, and would widen the field for the Indian Civil Service examination very much by bringing in a great number of boys from the Secondary Schools of Scotland, provided it was made necessary that all boys should get a certificate that they had come straight from some kind of school, which satisfied either the English Board of Education, or the Scottish Board of Education. If that were done do you think Scottish schools would have a look in?—I do not think so. I do not think they would be able to compete in any sort of way with the English schools at that age.

54,888. Even supposing the examination was framed very much on the lines of the School-leaving Certificate examination in Scotland?—That, of course, is only a Pass examination, and I think at that age such an examination would probably be much more easy for English boys, for the simple reason that, rightly or wrongly—I am inclined to think wrongly—they begin certain subjects, Latin and Greek, for example, at a very much earlier age in England, and that is one of the fundamental points.

54,889. (*Chairman.*) I understand you to say that that applies to England?—Yes. Latin and especially Greek are begun at a very much earlier age in England than in Scotland. In the Scottish Secondary Schools it is unheard of almost for anyone to take Latin till he is 10 or Greek till he is 14. Consequently it takes some time before the Scotch boy can catch up the English boy. I believe it can be done, but it takes a certain amount of time. I think it is perfectly possible to make up the handicap. But it is the real reason why the Scottish schools cannot face it at the earlier age.

54,890. (*Sir Murray Hammick.*) Only one other question. Looking to your experience do you think there would be considerably more danger in choosing the candidate at 18 and 19 than as now at 24; I mean as regards the certainty of selecting by an examination a man who is suitable for the career in front of him? Do you think it is more difficult to decide on the promise of a candidate at 18 or 19 than at 24?—As far as examinations go I think it is so. I think when a man is more mature you can judge better whether he has merely superficial cleverness or whether he has anything more in him. Neither that nor any kind of examination test is, in my opinion, an adequate test for a thing like the Indian Civil Service, which requires all kinds of qualities that no examination can test. I feel the weakness of the method of selection, I mean to say.

54,891. Have you any views about bringing in some kind of way of marking character in an examination?—It is extremely difficult to do so, but it is extremely desirable. I have a little experience of the way in which the Selection Committee for the Egyptian and Soudan Civil Service does that. We have had one or two—two at present—who have been selected by them, and they practically disregarded examination tests altogether. They took that from my opinion of the man's work. They simply took my word as sufficient and did not examine them further, and then formed their own opinion of the men as men.

54,892. It is possible to do that with an examination where you have only two or three candidates, but it is hardly possible with 50 candidates, is it?—It is quite a different thing, I agree, when you have a smaller number. They simply got a report from me.

54,893. (*Chairman.*) To what extent do they disregard papers?—They do not have any papers at all. It is pure selection, but it is on the basis to some extent of a report from the candidates' teachers, a confidential report upon their work and character and everything else, which in the case of all applicants I have to supply.

54,894. (*Mr. Abdur Rahim.*) I understood you to say that there is a Board of Selection for Soudan candidates?—For the Soudan and Egypt.

54,895. What is the composition of the Board?—That I hardly know. I have only communicated with the Secretary, and I cannot therefore say how it is composed.

54,896. Do you know how long it has been working?—I have known about it for the last three or four years only, because there have never been any other applicants from our University before that time. The first I heard of it was when one of our men applied and asked me to communicate with the Secretary of the Board and answer the questions which he asked.

54,897. Have you heard any criticisms as to the way the Board works?—No. Certainly they succeeded in picking out two very good men. One of the men that I sent up had only got Second Class Honours, but they were certainly right to take him, and they were perfectly satisfied.

54,898. Do you know if there is a qualifying standard; must they be Honours men?—They require an Honours degree, but they interpret that very liberally.

54,899. (*Mr. Madge.*) You have told us that the lowering of the age would practically exclude Scottish students, and I do not at all under-estimate the serious nature of that exclusion. You have already told Sir Murray Hammick that at a younger age a man is less qualified to judge of his future career than later on. Do you think the risks that would be run by compelling people to select at a younger age would form a strong argument

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against the reduction of the age?—I do not quite understand what you mean by the risks.

54,900. Suppose the age were lowered and students were then practically compelled to decide at an early age, do you think the risks would be so grave as to act as a strong argument against the lowering of the age?—I do not think that is a strong argument at all. The argument which I have in view is simply our own local argument in Scotland, so to say. If the conditions in Scotland were different from what they are, I do not know that one would look at it in the same way, but I look at it first of all naturally from the point of view of the Scottish schools and Universities, and then from the general point of view that it is not desirable that any part of the Kingdom should be excluded if it is at all possible to avoid it.

54,901. I want to ask you whether, apart from Scottish students, considering that early promise is often belied by later performance, you think or do not think that there is any serious risk of mistakes being made in regard to students generally all over Britain if that system is adopted?—I think there is considerable risk of mistakes, very considerable risk. As far as my own experience goes it is an exceedingly common thing for students to come to us, say at the age of 18, or just under that age, with great brilliancy, apparently great promise, but we never hear of them again after the first six months they have been in College; they fall into the ranks. On the other hand, there are others who show their gifts only after they have been with us about two years. That happens often, so that there is a very considerable risk of missing some of the best men. I have no doubt at all about that. And that applies not only to Scotland but all over the Kingdom. I think some of the men whom it is most desirable to secure for a Service like the Indian Civil Service are men that develop slowly, but who in the end are much better than the brilliant school boys.

54,902. At whatever rate that risk may be estimated it tells against the lowering of the age?—Yes, it does, so far as it goes, but it is very difficult to estimate of course.

54,903. Then you have referred to the character test that you furnish in regard, I suppose, to the School-leaving Certificate. You have spoken of judging by reports and having no competitive examination?—It is not the School-leaving Certificate that is in question for the Egyptian Service. All the men who go in for the Egyptian and Soudan Civil Service are graduates. The Committee of Selection ask a number of rather searching questions about the candidates, and at the same time I give my opinion as to the work they have done, not only in the examinations for the degree but the work they have done throughout the whole of their course.

54,904. That is as regards the Soudan only; but I understand that as regards the

Leaving Certificates, Scotland generally is satisfied with certificates of character supplied in other ways?—You mean for the Universities?

54,905. Yes?—We receive no reports on character. There is no public test of that.

54,906. And the country is satisfied with that state of things?—I cannot say.

54,907. As far as you know?—I have heard no objection to it.

54,908. Then there is this point, that the test not being a competitive one perhaps if it were applied to competitive examinations there would be a difference of opinion?—No doubt. It is an extremely difficult thing because there are possibilities that certain teachers might form too high an estimate of their own pupils. That does occur.

54,909. The grouping together of candidates for the Civil Service that you have spoken of referred to British students, not to Indians?—Yes, I admit that.

54,910. (*Mr. Fisher.*) Would you be in favour of the institution of a *vivâ voce* examination for the Indian Civil Service?—So far as my experience of *vivâ voce* examinations goes I should very strongly indeed.

54,911. Would you explain to the Commission briefly the grounds on which you would recommend that?—In the first place there is always the possibility in an examination that some of the very best men may not do themselves justice, and it may always be possible by means of a *vivâ voce* examination conducted on sound lines to enable those men to do more justice to themselves, and in that way it may be possible to secure some very good men for the Public Service who may not otherwise be obtained. Then of course there is no doubt that a *vivâ voce* examination, assuming that it was conducted by the proper examiners, would ensure that very obvious disqualifications for the Public Service would be dealt with. There are men—we have all known such cases I suppose—who could pile up marks in an examination to almost any extent, but who would have been rejected at once by any selection Board as quite unfit for positions of responsibility.

54,912. Would your recommendation be that we should have an Examining Board with power to reject a candidate who appeared to be unsuitable for the Public Service?—I do not know about an Examining Board. It would have to be something rather more than a Board of Examiners if it was to have the power to reject. It would be necessary to include certain responsible officials, I take it.

54,913. Certainly; but would you give to such a Board the power to reject, or simply the power of marking for certain characteristics?—I do not like to put it exactly as the power to reject, but I think they should have the power to select from a larger number than are actually required. I think if a larger number were discovered by examination to

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[continued.]

be possible candidates, that then from this body which one has got by examination some system of selection might be carried out—selection by *vivâ voce* examination, I mean.

54,914. Your proposal would be something of this kind, that if there were 50 places in any one year, the first 100 in the examination should be called up for *vivâ voce* examination, and then the 50 should be selected from those?—That is the sort of thing I was thinking of. Obviously, as I say, it could not be done by a Board of mere Examiners with no responsibility. It would have to be done by responsible officials undoubtedly.

54,915. Have you any experience yourself of the working of this school record system that has been introduced into the Scottish School-leaving Certificate?—Very little. I know a good deal about the written part of the Leaving Certificate examination. What happens, I understand, is that after the written results are adjusted, they are discussed by the Inspector with the schoolmaster, but I do not think any very great changes are made in that way.

54,916. You do not think it really affects the result?—It is mainly a written examination still.

54,917. I suppose that a great number of Scotchmen are educated at the English Public Schools, are they not?—A very considerable number, but they belong, of course, to a certain class. It is even more expensive for a Scotchman than an Englishman.

54,918. The English Public Schools have a great number of scholarships which make it easier for a poor Scotch boy to obtain admission to those schools?—Yes, but for the reasons which I have explained, they would never be practically level because they do not begin such subjects as Latin and Greek till much later, so that there is never any prospect there. There is Fettes College in Edinburgh, which is on the lines of an English Public School, and a great many do get there by means of scholarships; but that is only one school.

54,919. Are there good entrance scholarships at Fettes?—Yes, very good indeed—excellent. That provides for a certain number, undoubtedly.

54,920. Do you think it possible to exclude the crammer if one had an examination at 19?—I hardly think so.

54,921. It has been suggested to us that it might be possible to insist upon a School-leaving Certificate—a certificate that a boy had been either to school or to the University up to the time of examination?—Up to the time of the examination would, I suppose, exclude him certainly in many parts of the country, but there would be nothing as far as I see in London, for example, to prevent a boy being at a crammer's, and also getting a certificate from a day school, or that he was attending University classes in London. That would be quite possible, I should think.

54,922. He could no doubt supplement the school or University education by studying

at crammers; but it would be impossible to prevent that. I suppose you would agree that if an examination is held at 19, it is very important that the selection should be made on promise rather than on performance?—Yes, necessarily, as in the case of the Oxford Scholarship examinations. Yes, it would have to be done on the same principle as those are done, no doubt, and that is not easy to judge without *vivâ voce* examinations.

54,923. You would also, I suppose, recommend a conference between the examiners in each particular paper?—I think so. That does not occur at present so far as I know, and I think it is extremely desirable it should. I have examined occasionally, and one feels the complete isolation.

54,924. Are there any other suggestions which you, from your experience as an examiner, would like to make with regard to the conduct of the examinations?—I think that is its chief defect. I think if there was a meeting of the examiners in the same subject in the same department, most of the difficulties about the examinations would probably disappear of themselves, or at any rate become so obvious that they could be removed. That seems to me the chief defect of the examination, otherwise it is an exceedingly good examination, as far as an examination can be. But there are, I suppose, for example, half a dozen people doing the Classical papers, and they never meet at all, and I do not think those who are doing the Latin papers know who are doing the Greek.

54,925. And you say that is a very grave defect indeed?—I think it is.

54,926. Do you happen to have made any special study of the relation of University success to success in after life?—No, I cannot say I have, except in the most general way.

54,927. You did not happen to see Dr. Edgar Schuster's paper on that?—No.

54,928. It brought out some rather interesting results. There is just one other question I want to ask you. At what age does a man generally take his degree in Arts at St. Andrews?—That is an Honours degree you are speaking of?

54,929. Yes?—Probably the age is between 22 and 23—23 I should say.

54,930. Is that the average in Scotland?—Yes, I should think so. The Honours course is rather long. That is to say, it is legal to take an Honours degree in three years, but hardly anyone ever does. Four years is the normal time, and then anyone who is going to become a candidate for the Indian Civil Service is advised, and generally finds it necessary, to take double Honours. For example, the two candidates who got in last year both did the same thing; they both took Honours classes in Classics and in Philosophy. That may take five years normally. Consequently the age might be well over 23 in the case of those students.

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54,931. (*Mr. Sly.*) You have told us that the average age at which a man takes an Honours degree at your University is about 22 or 23?—23 rather than 22.

54,932. We have had a certain amount of evidence suggesting that it would be suitable for some Scotch Universities to fix the age for the open competition of the Indian Civil Service, after students have been two years at the University, at an intermediate stage of the University career. I understand your opinion is strongly opposed to any examination at an intermediate stage?—There is an examination. We have an examination for this purpose. I do not think, in the first place, that that examination, which is necessarily of the nature of a Pass examination, gives quite the sort of knowledge that you want to have about the candidates, and also, I think, the general feeling is that it is a pity to begin a University course at all unless you are going to finish it. I like to regard the University course as a whole, any part of which, taken by itself, would be comparatively of little value—I do not say altogether valueless, but it would lose its real value.

54,933. Do the successful candidates from your University go up for the examination direct from the University or have they had any additional special course of study before they go up for it?—Some of them have done one and some have done the other. A good many have come for six months to some institution in London to get additional preparation. Those two who got in last year did that. But that is not universal; it is not absolutely necessary to do so.

54,934. If no intermediate age is possible the only feasible alternative, in your opinion, to the present age of 22 to 24 is to go back to a school-leaving age?—Yes; and, of course, with this addition, that what would be feasible in England would not be feasible in Scotland at all. Scotland would simply drop out.

54,935. You have told us that the Scotch schools could not compete at all. Is that because the standard of education in Scotch schools is lower than that in English schools, or is it simply due to the fact that the standard of education is somewhat different from that in England?—It is different in this way. I do not know that one would say it was necessarily lower for that reason, but boys begin what one would call a definitely secondary class of education at a much later age. I do not think that is necessarily a bad thing at all; I think it has many advantages, but at the same time it means that they will not know nearly so much Latin, for example, at the age of 18 or 19 as an English boy will know.

54,936. If they have a general education of a wider nature than that which is ordinarily given in the upper classes of an English Public School system, the extent to which the Scotch boys would or would not succeed would depend almost entirely on the nature of the examination, if it is not really worse

than the English education?—I do not want to disparage it, but it is not quite on the same level. There is no doubt about it that our Secondary Schools have been until lately extremely badly equipped, extremely badly manned with the exception of one or two in large towns. The improvement which has taken place has been very slow up to now, and one does not see where further improvement is to be made. The financial aspect of the subject is so difficult, and one does not see where the money is to come from. It seems to me very difficult to suppose that in the near future at any rate there will be many schools in Scotland which can profitably teach a boy beyond the age of 17.

54,937. Do many of the Scotch schools succeed in securing scholarships at the English Universities?—Hardly more than two of them, Fettes College and Edinburgh Academy. I do not think almost any other school in Scotland has obtained any.

54,938. If the Indian Civil Service competitive examination at the school-leaving age were instituted, we have had a certain amount of varying evidence from Scotland as to what the class of examination should be—whether it should be based on the existing School-leaving Certificate or whether it should be based on the Bursary examination in Scotland. Can you give us any opinion on that point?—There is no common Bursary examination; each University has its own.

54,939. On the lines of the Bursary examination?—It would be impossible to find any common lines because there are great differences at present. What would suit one would not suit another in that respect. For example, with us the examination for Bursaries is identical with the preliminary examination, which again is very much the same thing as the Leaving Certificate examination. But that is quite different in Edinburgh and Aberdeen.

54,940. Then you do not think the Bursary examination would form a good model?—I hardly think so.

54,941. We have been told that the introduction of an examination at the school-leaving age would in one respect be more favourable to Scotland than the present one, in that it would permit a certain number of poor candidates to compete who are unable at present to undergo at their own cost the expense and time as a University education. What is your opinion on that?—I do not believe there is any candidate, however poor, in Scotland, who is at all capable of doing the thing, who would find any difficulty at all in getting a University education. The provision which has been made for enabling poor lads of promise to get a University education is so great that there is really no difficulty. I do not think anyone who really was fit for it has been kept away from University education by the lack of money; and now, more particularly, that the fees are paid by

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Mr. Carnegie's benefaction, it is still more so. It was so even before that in my opinion. In my University we have a large number of Bursaries which are open to public competition, but besides that we were always able to help any deserving student, and did habitually help them by remission of fees and that sort of thing. We do not remit fees now, seeing that they are paid by the Carnegie Trust, but in the old days we used to do it, and I do not think that any boy who is able to go to a Secondary School, and who has promise, need ever have the slightest difficulty in continuing his course at the University. I feel quite sure that is so.

54,942. Then you have spoken to us about the somewhat isolated condition in which Indian Civil Service probationers formerly lived at Oxford, and have instanced it as a drawback to any scheme of probationary studies at a University. Would not that drawback largely disappear if the Indian Civil Service probationers went up for a regular course instituted at Universities?—Probably it would, yes.

54,943. Which would not be such a largely specialised form of training as the training you referred to in force a generation ago?—No doubt to a very considerable extent that would be so, but still there was, I think, a tendency for the Indian Civil Service students to keep very much together. I do not think it was so much because of the work they were doing as a sort of feeling that they were all of the same body and had interests which the others had not.

54,944. It has its advantages as well as its disadvantages?—Possibly.

54,945. (*Mr. Chaubal.*) You said that last year two candidates passed the Indian Civil Service examination from your University?—Yes.

54,946. Can you tell me how many candidates from your University appeared for that Indian Civil Service examination?—There were three. One failed.

54,947. Looking to the number of those who study in your University for the Indian Civil Service, can you say whether the number of those who appear for the examination and compete for the Indian Civil Service is decreasing or increasing?—It has increased very slightly.

54,948. At any rate you do not see any indications conveying the impression to you that the examination is losing its interest for young men?—No, I think not. I think certainly in the last two or three years they have been more inclined to go in for it than they were before. We had one man who did very well, and that encouraged others.

54,949. Is that your impression of the other Universities also?—There are more there. There is a larger number in the other Scotch universities than with us.

54,950. Were the ages of the candidates that you gave us, one of 16, two of 17, nine

above 20, and one of 24 the ages of the candidates for the current year?—I have the figures for two years here. The ones I read out were for 1913. I have 1912 here as well.

54,951. May I ask what the total number was?—It is a small number—it is only my own class—16 altogether. It is only my own small class but it is quite typical. Those are the kind of people who later on would be likely to go in.

54,952. Sixteen surely was not the total number. You said the figures were one of 16, two of 17 and nine above 20?—One of 16, three of 17 and the nine above 20 was in the other list for 1912.

54,953. I wanted to know whether you could give me the total number and the number of women students among them in the year 1912?—There are only two or three women students in that list, but this is the Greek class, and the number of women who take that is comparatively small. It would be more in many other subjects.

54,954. You could not say that for that year the women students appreciably affect the average of age?—No. That is why I took this class which contains hardly any women.

54,955. The sort of examination that was spoken of, bringing a boy from school at the age of 17 and making him go through one year's University course, would I suppose be calculated to cut short his school course and cut short his University course. He would neither have the full course at school nor would he have the full course at the University?—If we could be sure of getting them at 16 or 17 as we used to do then of course they could get in.

54,956. But under present circumstances, when the age is increasing, it would necessarily have the effect of cutting short the school course and the scholarship course also?—Yes.

54,957. As regards those who fail at such an examination, their subsequent University career would be considerably prejudiced would it not?—Yes, if they had taken an examination in the middle of their University course; I think it might.

54,958. Do many students from Scotch schools appear for the Oxford Scholarship Examinations?—Only from Fettes College. They go there quite commonly, and from one other school in Scotland, Edinburgh Academy.

54,959. A large number of those who appear for such scholarship examinations from Scotland are men who have studied at the University and got their degrees?—It used to be fairly common for Scotch students to get scholarships at Oxford, but in most colleges there is an age limit of 19 for them. In the old days we had quite a number of Scotch students who used to get scholarships, but now it is the rarest thing possible. They get exhibitions to which there is no age limit. They are above the age at which they can compete for scholarships. That is exactly the

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same problem as this Commission is dealing with really.

54,960. With regard to the Egyptian and Soudan Civil Service to which you have referred, that is not open to Egyptians, is it? —I could not say. I think it is. I think a great many posts in the Egyption Civil Service are filled by native Egyptians, but I am not able to tell you distinctly. I have no information about that.

54,961. With regard to the Examining Board, which you say would hold a *viva voce* examination and look more into the character of the candidates, would you have them state the reasons for which they reject a candidate? —Not in public I think. It might prejudice the rejected candidate. I said I wished it to be rather a matter of selection than rejection. I would not reject anybody, but I would select from a larger number. That is a better way of putting it.

54,962. Selection would imply some rejection would it not?—Yes, certainly.

54,963. Do you not think that if it was known that candidates had been rejected by a Board of that kind it would prejudicially affect their future career? It might be said " Such and such a man passed well ; he piled up a good number of marks, but was rejected." Would not that have a prejudicial effect on his career here at home?—It would if it was put in that way, but not I think if there were a sufficient number to choose from, although it is quite the same thing in the end, as you say.

54,964. That is why I asked whether you would have the reasons stated?—I think I would have no reasons stated. You simply select a certain number, and tell the others that you are very sorry you have not appointments for them. I think it could be put in such a way that it would carry no stigma.

54,965. (*Sir Theodore Morison.*) Do I understand from your evidence that there are now fewer boys in Scotland who reach scholarship standard at 19 than there used to be? —Yes, because they got a training in Universities which brought them up at the age of 19; but now they do not come to the Universities so soon; they do not get up to the standard so soon. That is undoubtedly so; the standard has gone down at that age.

54,966. As a result of the school-leaving age being raised the standard of boys at 19 has gone down?—Yes.

54,967. You said you had some experience of the way in which the selection for the Soudan Civil Service is made. How did it work? Did the people whom they selected correspond with your own judgment. Do you think as a method of getting the best men out of a group that it worked on the whole better than the examination system?—My experience is not really sufficient for me to say, because as a matter of fact I have only recommended two people in my life and they took them both, so that I cannot say as a method of selection

anything about it. I know that the people they took were extremely good men, and that one of them has been there now for some time and has been doing excellent work. I had no means of knowing what the other applicants were like, so that I cannot judge of them. It is not as if there had been other applicants from our University.

54,968. There were no other students with whom you could compare them?—No, I had nothing to go by.

54,969. Did that selection correspond with the result of the University examination. Were those two boys as a matter of fact good scholars?—They were both good scholars, but one of them was only a Second Class Honours man, that is to say that he was not among our very best men from the examination point of view. I was able, however, to give them both very strong recommendations. They were both physically strong and capable sort of people—men of considerable development and force of character. That made up for the want of First Class Honours in the case of one of them, rightly, as I think.

54,970. You agree with the verdict?—Yes.

54,971. (*Lord Ronaldshay.*) Can you tell us whether there are any other schools in Scotland besides Fettes College and the Edinburgh Academy which correspond in any way to English Public Schools?—There are. There is a considerable number of schools which correspond to English Public Schools to the extent of being Boarding Schools. There is Loretto and there is Merchiston at Edinburgh, and there are some others. But they do not quite correspond to the English Public Schools in the standard which their work reaches I think.

54,972. Do you draw a distinction between Fettes College and Edinburgh Academy and any other schools in Scotland?—Yes, I think so. I may have forgotten some; I may be unjust to some school, but I think I am right in drawing the line there.

54,973. Those are the two which correspond most nearly to English Public Schools?—Fettes does. The Academy is a different type of school in the main, but Fettes is practically organised exactly in the same way as an English Public School.

54,974. Would you say that the pupils there are drawn from a different social stratum from the pupils of other Scotch Public Schools?—To some extent they are, but owing to the very large number of scholarships it is quite possible for comparatively poor boys to go to Fettes in very considerable numbers.

54,975. You think that if the Indian Civil Service Examination was reduced to the school-leaving age that possibly men from Fettes might be successful; but you think it would rule out practically every other Scotch school?—Yes, Fettes and the Academy, and possibly one or two more which I have not in my mind, but practically that is what it would come to.

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54,976. Just one question with regard to a character test. When your graduates go up for the Indian Civil Service Examination now, the Civil Service Commissioners ask for a certificate of some kind, do they not?—They have a certificate of character, I believe, yes. I think it is rather a formal thing. They do not make inquiries in the same sort of way that these others do.

54,977. In the case of your own University do you know who gives this certificate of character?—I suppose I do, but I do not remember anything about it in the case of the Indian Civil Service. It must have been a very formal thing. The other has impressed itself on my mind, because I had very considerable correspondence with the Secretary of the Committee of Selection, and there I remember the questions that were asked. But in this case I think probably if I gave a certificate of character it was in the most formal terms.

54,978. I understand that two of your graduates were successful in the examination last year?—Yes.

54,979. Have you any recollection of having provided them with certificates of any kind?—I have none. I do not think I have ever done so. I think I should have remembered it. I may have given them the most formal thing, but certainly nothing more.

54,980. It has been suggested to us that Scottish students might pass one year at the University if the age limit were reduced before going up for their Indian Civil Service Examination. Can you tell me whether the instruction which they would receive during the first year at the University would correspond roughly to the teaching which a Sixth Form boy would get in a first-class English Public School. Would it be the same sort of thing?—It would be similar.

54,981. The subjects would be more or less the same?—There would be fewer subjects. Scotch students in those circumstances would normally not take more than three subjects at a time. Three University classes is practically as many as it is possible to take, so that it would not cover the same ground. A candidate of this kind might take probably Latin, Greek and Mathematics, and if he was doing that he certainly would not have time to do anything else in the way of general education.

54,982. And that is a sort of proceeding which the Scotch Universities would naturally do all they could to discourage—a proceeding which involved a man coming up from a Secondary School, and then spending only one year at a University with a view to passing the examination?—I do not know that we should discourage it, but I do not know that we should care much about it. We have no means to discourage it.

54,983. One other question. I understood from your answer to Sir Theodore Morison that you held a very clear view that the Scotch

school boy of 19 was not altogether so well prepared as he was some years ago?—I think that is so.

54,984. Would that apply to every subject of the school curriculum or are you merely thinking of his classical learning?—No, I think it is all round. I think it goes back ultimately to that matter of the staffing of the schools. I think the schools have not got the staff at present which would enable them to carry education on to these later years; consequently I think that when the boys come to College at an earlier age—I do not say at 16 because that was quite too early—but when they come, say, about 18, or between 17 and 18, I think they get at that age teaching that was more suitable to them in the University than it is possible to get at the ordinary schools. I do not think there are many schools in Scotland which can profitably teach a boy much beyond 17. They have not the staff to do it as a rule.

54,985. Do the cleverest boys come to St. Andrews under 18 now?—Yes. This one of 16 on the list here happens to be the best of his year. There is an inducement for them to come young undoubtedly, although the schools very often try to keep them, but if they can get a Bursary at 16 that is an inducement at once.

54,986. One can make a general inference then that the clever boy in Scotland will come up to the University before 18?—In very many cases. The tendency is for the age to rise at present, and I am not at all sure whether there will be many under 18 in a year or two.

54,987. And you would regret that?—I would. I think it is a pity.

54,988. The establishment of a school-leaving examination for the Civil Service would have a certain tendency to arrest that, would it not?—If it was a school-leaving certificate it would keep them at school longer.

54,989. An examination for the Civil Service at the school-leaving age, 19, would have a tendency I suppose, assuming the schools to be so ill-prepared, to make the clever school boy leave his school and go to the University early?—Yes, but not quite early enough, not as things are now. He would have to be 16, and there I think that would be a pity again. I think 16 is really too soon. I think the raising of the age was a good thing so far, but I think it tends to go a little too far now. It would be a pity if it went back to 16. I think that is distinctly too young.

54,990. (Chairman.) I suppose the increased number that come at the more advanced age depends largely on the additional facilities given in the schools?—Yes. It is often suggested to them, quite properly, that if they have another year at school they will get a

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better Bursary when they go to College, and that, of course, is an element that enters into it. The cleverest boy will get his Bursary at an earlier age.

54,991. It is in a sense rather a comment on the standard of education at the schools?—Yes.

(The witness withdrew.)

JAMES LEIGH STRACHAN-DAVIDSON, Esq., M.A., Master of Balliol College, Oxford, called and examined.\*

54,992. (Chairman.) You are the Master of Balliol College, Oxford, are you not?—Yes.

54,993. You have been good enough to write for us a special memorandum, in addition to that of the Hebdomadal Council?—Yes, and in the last few days I have put in some statistics.†

54,994. Yes, I have those. I gather your opinion is fairly decided that, if the age for the competitive examination has to be reduced, there is no alternative but to reduce it to the school-leaving age?—That is my opinion. Otherwise you will fall between two stools.

54,995. Anything between that and what is now the practice would cut across the degree course of your University?—Yes.

54,996. I see you say: "It is thought by "some that candidates for the Indian Civil "Service might be induced to commence "their University residence a year earlier "than usual, i.e., between  $17\frac{1}{2}$  and  $18\frac{1}{2}$ , "instead of as at present between  $18\frac{1}{2}$  and "  $19\frac{1}{2}$ ." You deprecate that because it would shorten the proper public school course, I suppose?—Partly for that, and partly looking at it as a matter of recruiting. As I think I have said in my paper, you would be asking a boy, without giving him any corresponding advantage, to spoil his University chances. I am taking it that you mean that the scheme which I was criticising was that the boys should be induced somehow to come up to the University and not be selected until the University training was over. That is what I was criticising. I think you would find that very disastrous to recruiting.

54,997. Boys would not run the risk?—I do not think they would, not the ambitious ones.

54,998. You think that if the age is to be reduced there must be a competitive examination at the school-leaving age with a period of probation afterwards?—Yes.

54,999. Would you suggest in that case that probationers who did not work properly should be rejected?—I think that would be necessary, otherwise you would not get any work out of them. I should be very sorry for the unhappy people who were rejected, because they would have wasted all their time. If I may say so, I do not think I would reject them absolutely; I would degrade them to a lower year and make them pass the examination again. I think it would be cruel to throw

a man over altogether without giving him a second shot at any rate.

55,000. Do you think it can be assumed, speaking generally, that the boy who goes through the ordeal of a competitive examination for the Indian Civil Service, will continue, as a rule, to be industrious and energetic?—I have known all sorts, but I think you have a right to expect it.

55,001. Of course there would be exceptions?—Naturally.

55,002. And in the case of exceptions you would not reject outright, but degrade?—Yes, you say to a man: "Come up again next year," and then probably he would feel the spurs sticking into his sides and really work that year.

55,003. Could an examination at the school-leaving age suitably be framed on the lines of the Oxford Scholarship Examinations?—You see there are different Scholarship Examinations for the different subjects, and I do not think you could give out so many places in the Indian Civil Service to Classics, so many to History, and so many to Mathematics. If you have a joint examination it is not like any of the actual ones.

55,004. Would it not be possible to get an examination framed upon the general lines of the public schools curricula?—I think it would, if you could keep jealousies and politics out of it. I believe it would be quite possible to make a scale of marks answering to the difficulty of the subjects, but I think you would find it very difficult to maintain. You would have one class of school saying, "Our "subject is under-marked and yours is over- "marked." I think the simple test of which is the most difficult would be very difficult to preserve.

55,005. But your College Scholarships, for which boys come up from all the schools, form a general test, do they not?—There are so many Scholarships. One boy will go in for the Modern History Scholarship and another for the Classical Scholarship, and although at my College we do allow them to combine the two that is comparatively rare.

55,006. You think there would be difficulty in getting an examination common to the schools?—I think so.

55,007. It could be done with a number of options?—It must be done in that way, but the question is how many marks you are going to give to each option, or else it is a sort of Gresham's law, as the economists say; the easy subject will drive out the difficult.

\* The written evidence of Mr. Strachan-Davidson upon which this oral examination was based, appears in Appendix III.

† Vide Appendix III.

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55,008. Now as regards the period of probation, assuming that the age were reduced, would you have at Oxford sufficient equipment for teaching the successful candidates, especially in the classical and vernacular Oriental languages, and in Law?—I think we should require to strengthen the staff if you increased the numbers. There are very few at present who take the Oriental School, and of those who do, a good many take Hebrew. But I do not think there would be serious difficulty.

55,009. It would simply mean supplementing the existing staff?—Yes. I think the drawback would be that it would be a University staff and not a College one. The probationer would be cut off from the ordinary College teaching; but that the teaching can be provided I have no doubt.

55,010. And you see a disadvantage in the University providing for the probationers in the various Colleges?—Certainly.

55,011. But it is inevitable unless you had the probationers all in one College?—Yes.

55,012. And you would not advocate that?—No; on the contrary, I would distribute them in very small numbers, if possible, so that they might work in with the other men as much as possible.

55,013. You think the more they are distributed over the University the broader their views will become?—Quite so, and I lay stress on that.

55,014. As regards the course for those three years, do you think the University would be prepared to institute an Honours course for these probationers?—I do not think it would if the Honours course is anything like that which Sir Ernest Trevelyan sketched out, and which has been laid before you. I think the purists, with whom I do not agree, would say that this was merely a Government professional course. There is also a difficulty about the examination. I do not think they would give an Honours Degree on classes assigned by outsiders, by the Civil Service Commissioners, for instance.

55,015. You do not think the University would assent to give a Degree on the report of a composite body with outsiders represented on it?—I think that may be possible.

55,016. Do you think that is feasible or not?—I doubt if it is feasible. There is such a quantity of Universities. If it was only Oxford and Cambridge I think we might manage it, but with the Scotch and Irish, and all the new Northern Universities coming in, I think it would be a Babel.

55,017. Do you think there would be many coming in, as a matter of practice, from the Scotch Universities; do you think they are provided with the necessary equipment?—That I do not know. If they stood out of it, and did not agree to take part, that would so far diminish the examination difficulty.

55,018. If it was reduced to one or two or three Universities it would correspondingly reduce that difficulty, would it not?—It would.

55,019. Do you think Convocation could be induced to consider the appointment of a composite body of this character?—I think they might. I have a little difficulty in answering, because I am rather out of sympathy with the majority of my colleagues on this matter. I think we ought to help in whatever the Government decides to do; we ought to help them to the very best of our powers, and not let red tape stand in the way. But there is a very strong feeling about the distinction between a Government Examination and University education.

55,020. You do not think that yours is the prevailing opinion at the University?—I am afraid mine is not. I have fought for the Civil Service at Oxford for the last 30 years, and not always successfully—sometimes more, sometimes less.

55,021. Would you say, broadly speaking, with your knowledge of Oxford, that the present system has been giving the Indian Civil Service the pick of those who come up to the University?—No, not the very pick. The most-learned men become College tutors. The best men, from a learning point of view, take to a life of learning, and the best men, from the ambitious point of view, become barristers and politicians; but I think that the men you have obtained are up to a very high level.

55,022. Are there any further points you would like to put before us, because we are very anxious to hear all the disadvantages attaching to a reduced age in order that we may take them into full consideration?—I think I have already noted in my written statement that my experience of old members of the College, who have entered the Civil Service, is that, when one asks them what they think as regards this scheme, the answer almost always depends on the date at which they went up. Everybody thinks that the way in which he got in is the best way. I only know one exception, a gentleman who is on the Secretary of State's Council now, who took the old way, and who to my immense delight said he thought the new way was much better, but that is quite an exception.

55,023. They go with their own years?—Yes. The point I wanted to make is that the men at the top of the tree in India, on the Viceroy's Council and so on, are men who were taken at a young age. Wait ten years or even five years, and the men there will be the men who have gone in under the present system, and I think you will find that they have just the same objections—supposing you make the change—to the men who go up under your system. They will say: "They are not the sort of men we used to get."

55,024. Assuming it is recognised in India that the amount of knowledge of Law and languages possessed by a Civilian when he

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[continued.]

arrives in the country is insufficient, and requires very considerable addition, would you say that a year's probation is rather a short period for acquiring efficiently the groundwork of those two subjects?—I should have thought on the whole that it might be done if you throw overboard all top hamper, all the fancy subjects, and confine a man strictly to learning the elements—I think you want little more than the elements—of one vernacular and the Law. Then I think it might be done. Law is not so important for the Egyptian Service. There they get up their Arabic, which is a difficult language, up to a certain point in one year. They have only one year probation. The Eastern Cadets have none.

55,025. We were told by a good many witnesses that, although the probationary period nominally lasts a year, in practice it is much less for the reason that the first months are taken up more or less in recuperation after the examination?—No doubt there is a certain exhaustion, but I think that the first months might be well employed in attending the Courts and so on—they are matters not requiring very urgent mental strain—that, and perhaps the learning of the Script, which is more or less mechanical.

55,026. The difficulty that you mention with regard to the time of the examination, and the obtaining of rooms in the University, is a small technical point, but there is a certain amount of importance attached to it. Can you suggest any way of getting over that difficulty other than one involving such a long delay as three-and-a-half years?—Yes. If you saw any way of saying beforehand to a particular College: “You shall have two men this year, and you shall have your choice of those who wish to come to you; will you keep two sets of rooms for them?” I think if they knew that a year beforehand, they would probably do it.

55,027. So that that difficulty could probably be got over?—Yes, in that way. But you would find all sorts of jealousies. You would be told that the India Office was favouring this, that, or the other place.

55,028. I suppose those are difficulties that crop up in all directions?—It is a very difficult subject.

55,029. (*Lord Ronaldshay.*) You spoke about the difficulty of assigning marks to the different subjects if the examination took place at the school-leaving age, and you suggested that different schools would consider that their particular subjects were not adequately marked. Did that difficulty arise at all before when the examination took place at the school-leaving age?—I do not know. I think I have quoted in my paper one of the schemes at that time which I thought very unfair. French and German were marked up, which practically meant that a boy whose father could afford to give him a French nurse when he was a child, and send him abroad

with a French family or a German family for a year, obtained an advantage which I do not think is at all adequate to his education. We had a great discussion in the year 1903 with the Civil Service Commissioners. The Civil Service Commissioners assembled representatives of all the Universities, and there was a wonderful agreement amongst them, but on one point, on which all the Universities were unanimous against Cambridge, the Commissioners and the Secretary of State decided in favour of Cambridge. That is just an instance of how you do get into collision.

55,030. When graduates go up from your College for the Civil Service Examination are you asked to supply them with a character certificate?—There is a formal certificate, a long series of questions which seem to me perhaps more fitted for a clerk seeking employment. One of the questions is: “Has he to your knowledge been in any other employment since he left your service?” “Is he strictly honest, sober, truthful?” Then there is a sensible one: “Would you employ him in a position of trust in your own affairs, or recommend him to one of your friends for such a position?” Generally one says “Yes” simply, but I have known cases where I have thought it necessary to write a special report about a man. In some cases I think we might have lost extremely good men in regard to whom I could not say they have never been drunk.

55,031. Generally speaking it does not provide really very much of a test of the suitability of a candidate in other respects than mere scholastic attainments, does it?—I should think absolutely none.

55,032. Do you think it would be possible to improve upon that?—I doubt it. It could only be done by a confidential communication; if, for instance, a Civil Service Commissioner came round to me and chatted about it over the fire. I could then give a good idea of what the man was like, but I should not like anything put down on a paper in regard to which you would have to read between the lines.

55,033. You think the present system of pure competition is really the only practical one?—That is my own idea. I feel very strongly that there are certain defects, but I do not see how you can avoid them. The only other way would be a most confidential selection without giving any reasons whatever. If one person could go round and talk to various College tutors, I think he would be able to get a very good result, but I should not envy him. He would at once be accused of jobbery.

55,034. Then there is a question I want to ask you arising out of what you said with regard to probationers being posted over as many Colleges as possible. Would you go a step further and say that you thought it was desirable that they should be distributed over as many Universities as possible?—I do not

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think so myself. I do not think any other places than Oxford and Cambridge have the same advantages to give.

55,035. Dublin?—Possibly, if you can get him into the College. So many of them are out students at Dublin. If a man is living in College at Trinity College, Dublin, I should think he would do very well.

55,036. Can you tell us what is the subsidy provided by the India Office at the present time?—I think it is 150*l.* to each probationer.

55,037. I meant to the University?—I am sorry, but I am afraid I cannot tell you now. I have it all down on paper, but I did not know I was going to be asked that question. My impression is it is 500*l.* a year, but I can easily find out for certain.

55,038. (*Sir Theodore Morison.*) You spoke about the difficulty of valuing different subjects. Are you satisfied at the way in which the subjects are valued now in regard to the present examination?—Yes, with this one exception to which I was referring. I think the system of marking would be extremely good if the opinion of the Universities generally had been taken rather than that of one, but that is a small matter.

55,039. I do not quite understand the point to which you are referring?—I mean if the opinion of the other Universities—Oxford, the Scotch Universities, the Irish Universities and the Northern Universities—had been taken instead of that of Cambridge. It was on the question of the marking of Philosophy. The only question was whether you should give 600 apiece to Moral Philosophy and Logic or 700 apiece. I think it would be more just to give 700.

55,040. But, with that exception, you are satisfied with the valuation of the different subjects?—Yes.

55,041. Can you tell us how it is arrived at? How do you really arrive at an estimate of the merits we will say of Chemistry?—It would have to be done by expert opinion.

55,042. What does expert opinion go upon, or is it only practical experience?—Practical experience, I should have said. There is always the great question of a mathematical course and a natural science course on the one hand and the classical literary course on the other.

55,043. There is nothing common on which you can estimate the marking?—It is very difficult. You can only do it in a rough rule of thumb way.

55,044. How do you actually arrive at it. I take it the Civil Service Commissioners have practically followed the opinion of the University as to the relative values of the different classes?—Oxford and Cambridge hammered it out with much dispute, until I think we have got to a very fair result.

55,045. By actually seeing the amount of work and the kind of men who were able to get a First in particular subjects?—Quite so.

I think it is not bad now. We had months and months of discussion and controversy in former years before we arrived at it.

55,046. That brings me to a point to which I want to draw your attention, which is thought very badly indeed of in India. India is extremely dissatisfied with the marking. In the first place it says it is extremely unfair to Indian education, and secondly it does not at all accept your verdict as to the comparative difference between Latin and Greek and Arabic and Sanskrit?—On that point I should like to speak with hesitation, not knowing those languages. I was referring really to the question as between Oxford and Cambridge and other Universities and the subjects they teach.

55,047. Some of the political difficulties, which you mentioned as possible with regard to the schools, are also brought very forcibly before us in India because it becomes a quasi-political question, *i.e.*, a controversy between two different schemes of education, one in India and one characteristic rather of England. There is the same difficulty there, and the valuation of the marks is disputed?—I have not got the list here, but I see no objection to Sanskrit and Arabic being marked up to Latin and Greek. Persian I should doubt because everybody says that is an easy language, but if the examination is really serious I believe both Arabic and Sanskrit would be deserving of very high marks.

55,048. I do not know whether it has anything to do with the Universities, but there is also great criticism about the exclusion of certain subjects which form a prominent part of Indian education,—Indian history, Indian philosophy and a certain number of the vernaculars. How would you value Indian history as against Roman history?—I should think very low indeed.

55,049. With very few marks?—I would allow it to come in, as I believe it does, as part of modern history.

55,050. Indians claim that it should come in and be marked the same as Greek or Roman or English history. They are marked at 500 for Indian history. I ask you, how do you arrive at your valuation, and if you are not going to grant that demand of India how will you justify it?—I should say comparing Indian history with Greek history it is such a small thing.

55,051. Two thousand years as against not quite 200 years?—Yes. The questions at issue in Greek and Roman history seem to me infinitely bigger than anything that you get in the East as a matter of education.

55,052. The books that you have to read for Greek and Roman history are great books, but there is no good book on Indian history at all?—I am quite sure of the first, but I do not know of the second. I take it from you.

55,053. With regard to the interesting figures which you have given us in the supplementary statement, would it be fair to

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say that there has been a very considerable increase in cramming of recent years?—No, I think not.

55,054. It looks rather like it, does it not? The number of people in the first nine years who had no special preparation outside the University was 288, and the number has fallen to 182 in the second period?—I think there are two things to consider. In the first place the crammers had not got into their stride for the first years, though I think you will find, if you look at those lists, that in the earlier years there was a considerable number of those who had been two years and over.

55,055. There is one year in which 10 men stayed two years. That is a very big thing?—Yes. The one-year men, as I think I have pointed out, are chiefly men who have had a three-years' course at Cambridge where the three-years' course is much more prominent. I think you will find if you look at those lists that the one-year men are largely Cambridge men who have done Arts for their University course, though not the highest; that is, they have not passed the second part of their examination, and have not taken double honours. May I say that if I had to draw up this table over again I should make a further subdivision. In the over one year (B) I should make a distinction between those whose "over" is represented by six weeks or two months, who are practically the same people as the one-year men, and those who have stopped 18 or 19 months with a crammer, who probably spoilt their University careers. I think that distinction might be made in column B.

55,056. You think as a matter of fact that column C represents men who had all had a University education and taken it to its normal limits at their University?—Yes, generally so; that is to say they had not had what I should consider in Oxford at any rate the proper education. They may have done history alone without Mods or mathematics alone without Mods, but generally I think you will find in these cases the men have stopped for a fourth year and taken another school, but in Cambridge apparently they very frequently go off in three years.

55,057. I understood you to say that one of your criticisms upon the establishment of what we call an Indian School at Oxford would be that they would only come into contact with the University staff and not with the College?—Yes.

55,058. I do not know how it is at Oxford, but at Cambridge that certainly would be true also of all the Science men?—It is not with us.

55,059. I am not a Science man, but I understood it was so—that you could get your Science Degree at Cambridge without having any College Lectures at all?—You may, but on the other hand you would in Oxford have some College provision. In my own College we have a Chemical Laboratory for men taking Chemistry, and they give the whole of their

time to College instruction, and men who are taking Physics give part of their time. They have the elements in the College and then go on to the higher at the Museum. Men who take Physiology and Natural History have to go to the Museum.

55,060. And do not get any College teaching?—Very little.

55,061. A certain number of people look upon that as University reform, do they not?—They do. I think it a necessary evil, but I grant you that it is necessary. The same is the case, if I may confirm your statement, with the men who take up the Modern Language School.

55,062. You think that though it has this drawback that educationally a good course of Indian studies might be framed; it would make a school of which you would not be ashamed at Oxford?—It would make a school of which I should not be ashamed, but of which many of my colleagues would be ashamed. I find it very difficult to answer your question because I do not know whether it is my own view which I ought to express or what I think would be the opinion at Oxford.

55,063. You think that in the general opinion of Oxford it would hold a lower place than the modern language school?—Yes, because they have made the modern language school absolutely unpractical. It is all Meso-Gothic and early Saxon and things of that sort. They would not listen to the proposal for a modern language school such as I wished to have in English, French, and German answering to the lines of the Civil Service Commissioners with alternatives for those who wished for narrower and more learned courses.

55,064. I meant rather in the esteem in which it was held in the University?—It is only because it is supposed to be scientific that it is held in any esteem.

55,065. You do not think this would be considered?—Not Sir Ernest Trevelyan's scheme. I think it would be quite possible to make an Oriental School which could be considered to be scientific and satisfy the purists, but then it would not satisfy you. The men would not come out to India the least better equipped.

55,066. I hope we are not supposed to be pledged to this scheme of Sir Ernest Trevelyan's?—No, but that is the one which the Committee had before them, and I think we were unanimously of opinion, whether individually we liked it or not, that you would never get that through Convocation.

55,067. That is quite unnecessarily jejune?—I do not know. Has Professor J. A. Smith sent in a paper too?

55,068. I have not seen it?—He had a scheme containing his ideal of an Indian School which he would be satisfied with, and which I have no doubt the University would be satisfied with, but I am sure you would not.

55,069. (Mr. Chaubal.) May I ask for your opinion as to whether you think the number

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of candidates aspiring to appear for the Indian Civil Service Examination is increasing or decreasing of late?—I think it has kept to a very fair level. It goes up and down; it varies generally between 40 and 50. Last year it went down to 33.

55,070. I was referring to candidates appearing for the Examination and not coming out successfully — those who study at the University and desire to appear for the competitive examination? — You mean for the failures as well as for the successes.

55,071. Yes. I want to know what the general impression is. Do you think that of late the number of those wishing to take up that Service is decreasing or increasing? — I should not have said that there was very much appreciable difference.

55,072. Am I right in supposing your opinion is that the best men in the University take up a University career, and that the most ambitious of the best men go to the Bar and political life at home? — Yes, I should put them in two categories, one the learned men and the other the ambitious men.

55,073. Those men would on no account be attracted to the Indian Civil Service — those men whom you have classified into those two batches. Those are not the men that would be likely to be attracted to the Indian Civil Service? — They would only be attracted if for some reason or other it was borne in upon them that they might be disappointed in their first hopes. They would turn to the Public Services then as a second string.

55,074. Can you give us your explanation of what has been noticed latterly, that the men who come at the top in the Civil Service Examination for all the three Services combined generally select the Home Service rather than the Indian Civil Service? — I should say that in public opinion the Indian Civil Service, on the whole, had been on the down grade. There is so much grumbling, so much complaint about the Indian Civil Service, questions asked in Parliament which appear in the newspapers, so that a good many of them think it is not good enough. On the other hand, the Home Civil Service has been steadily going up, and of late years there have been quantities of very good places which have been filled up from the ordinary Home Civil Service.

55,075. I did not mean in that way. Do you think there is a feeling that the Indian Civil Service is less attractive because the remuneration is not considered large enough as compared with the other Services? — Yes, I should have mentioned that. The Home Service is not remunerative at all. It is a lottery; a man may get something big. As regards the Indian Service, I ought to have mentioned that these men hear from their companions that the price of living has gone up so much that the salaries are no longer adequate.

55,076. The cost of living has gone up in every place, here as well as there. India is not an exception so far as increase of prices is concerned? — I do not know. I may be wrong, but I thought that it was much more in India. What one hears of the rise of prices for living in India, if it is true, is something very much greater than anything one gets in England.

55,077. You mean the increase of prices is greater there as compared with the increase of prices here? — The cost of living, I will not say the increase of prices — house rents, servants, everything of that sort is very much more than it used to be. I am only speaking of common report.

55,078. That would be an item common to the Englishmen in the Civil Service as well as to the Englishmen who go out and serve in other Services, in the Public Works and the Education Department? — Education is so badly paid that when they receive notices with regard to it they chuck them into the waste paper basket. It is no use really looking for any good men there.

55,079. The other items you referred to, the cost of living, would be items common to the Civil Service as well as to the other Services so far as the staffs comprise Europeans out there? — Yes, I have no doubt that is an item, but of course the Educational Service suffers from comparison with the ordinary Service. If a man can get even what is supposed to be now the lesser remuneration, still, at the end of his years of service he gets a thousand a year, whereas in the Educational he gets 500 $l.$ , or thereabouts.

55,080. But they say he contributes a great deal out of the thousand a year; that is what is said? — I understand. That diminishes his salary while he is there.

55,081. I want to ask one question about the increased staff which you said would be necessary in the event of equipping the College with a proper staff for teaching Oriental languages, Classics and that sort of thing. Would the funds for the increased staff come from the University funds or do you expect assistance from the Government? — We should expect assistance from the Government, certainly, if this extra demand was distinctly for Government servants.

55,082. I suppose you do not know anything as to whether it would be obtained from India revenues or English revenues? — I know the present subvention comes from the India Office, and I suppose it would be Indian revenue.

55,083. (*Mr. Gokhale.*) I think you said that if the age was lowered and a three years' probation established you would not reject the probationers outright if they failed at the end of their period of probation but would give them a second chance? — Yes.

55,084. How would that work? There would be a definite number of places for which there would be a definite number of persons recruited in a year. In the following year there would be a fresh batch recruited for

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the number of vacancies offered for that year. If you sent a man from the previous year into the next year, it would prejudice the chances of the men in the next year, and on the whole it might cause confusion?—I gather that there is not a fixed number each year as far as I recollect.

55,085. Under the proposed system if the competitive examination is held for filling 50 vacancies, you will select, say, 55 probationers for the various Universities. There might be a small margin of four or five in order to provide for possible rejections. If any rejected man is to be added to the number of men who would come up next year for examination, he would be in addition to the next year's men, and they might complain that he would have an advantage over them because he would probably be better prepared than most of them?—I do not think they would object, because the men who objected might think they would be in the same case themselves two years hence.

55,086. This rejected man gets an advantage of one year and he probably will be better prepared?—But *ex hypothesi* he has wasted his first three years.

55,087. He may have just failed to get in, may have just been rejected. It is rather difficult to draw the line in that way. It would be unfair to the men of next year that a man with a year's advantage, and probably better prepared than themselves should be allowed to compete with them?—Excuse me; it is not a competitive examination at the end; it is only a pass examination.

55,088. But it increases the chances of one of next year's men being thrown out, and I feel that would be rather a difficulty?—I daresay there may be difficulties.

55,089. The Oxford Committee is against a special Institute and would like the probationers to be sent to the Universities. You have a certain number of Indian students at present at Oxford?—Yes.

55,090. I understand that on the whole difficulties have arisen, and they are growing, with regard to their getting on with the other students at the University?—I do not know about their growing. To my mind the question that has to be borne in mind is the number. It is perfectly easy to assimilate two or three Orientals in a College, but every one you add after that increases the difficulty.

55,091. The relations at present are not of the best?—It depends entirely on the men. I have known some of the most popular men in College natives of India.

55,092. On the whole has there been a decline in the good feeling between Indian students and English students of late years?—I think there has to a certain extent. I think that Indians have multiplied and have consorted more together, and they are not so easily assimilated as they were. I have known of late years some very nice fellows. It depends on the person really.

55,093. The point I have in mind is this: If on any account the number of Indian probationers for the Indian Civil Service as distinct from the English probationers increases and you have in consequence a larger number of those Indian probationers at Oxford or Cambridge, and if the feeling against Indians continues to grow, that might have a serious effect on their whole attitude towards the English members of the Service when they go back to India?—Again may I say it is a question of number. If you are going to send us a few we can assimilate them, and they will work in with the College; but if you are going to send a great lot I should say, "Do not; have a separate place for them" rather than that."

55,094. The Government could regulate the number of Indian probationers, but the other Indian students who go there for general education are more or less independent, except that the Colleges may not admit beyond a certain number?—Perhaps I may say what we do at my College. We tell the India Office we will accept one each year provided we have not more than five Orientals at the time in the College.

55,095. That is a new arrangement, is it not? That arrangement has been in existence for the last two or three years only?—For two years perhaps, but each College is a separate unit, and I am only talking of my own.

55,096. We have no means of knowing how many Indian students will go to Oxford or Cambridge for general education merely and not as probationers for the Indian Civil Service. Therefore when we have to consider this question of whether the probationers should be at the Universities or in a special Institute, we naturally have to assume that other things will continue as they are. A considerable number of Indian students go at present to Oxford for study without thinking of the Indian Civil Service, and that number plus the number of possible Indian probationers is what will be at Oxford at any given time. Do you think, taking a general view of the position that this would constitute a difficulty in the way of the Indian probationers deriving the full benefit of their stay at the University?—The more there are the greater the difficulty. I am not talking of natives of India only, but of Orientals of all sorts. We have Egyptians, Siamese, and Japanese occasionally, and if you get a great quantity of them then they will make a class apart, and the revulsion will be much more strongly felt.

55,097. What would you suggest in a general way as the number which Oxford might assimilate without any difficulty?—I do not think you would expect smaller Colleges to do as much as we do. I should say that if every College would do something we might possibly accept without danger between 60 and 70 Orientals altogether.

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55,098. That is the present number, I understand?—Is it?

55,099. I was told that there are about 70 at Oxford to-day?—Then I am afraid they are not distributed as I would wish. I am not in favour of Orientals becoming non-collegiate students, and there is a tendency to go to that. I think various members of the Delegacy for non-collegiate students protested that we ought to limit the numbers.

55,100. If Indian students to the extent of 70 go to Oxford for general education, it would not, in your opinion, be very desirable to have Indian probationers at Oxford in addition to those?—Not in addition. I should count the Indian probationers as amongst the 70.

55,101. Who would control the number?—The Colleges must be looked to to do that.

55,102. The probationers will have to be there as a matter of course?—Yes.

55,103. Therefore, to that extent, other students would be excluded?—Yes; that is what I should wish.

55,104. You would take the probationers first?—Yes, I would take the probationers first and the others afterwards.

55,105. Then as regards the preference shown by the men who pass in the combined examination for the Home Service, I want to ask this question. How is it that, in spite of the higher Indian salaries, the men who have the opportunity of selection do not feel attracted by the Indian Service?—I think it is the lottery question. Adam Smith has pointed out that in order to attract people's hopes the important thing is not the average but the big prizes, and when a member of the Civil Service has the opportunity of becoming secretary to a Cabinet Minister and getting a good place in a few years, that stimulates cupidity much more than the average salary of the rank and file.

55,106. The best places open to the Home Civil Servants are not anything like as good as the best places open to the Indian Civil Servants. A man may rise in the latter Service to be Lieutenant-Governor?—That is quite true, but such prizes are far off in time and place.

55,107. Would an enhancement of the salaries of the Indian Civil Servants necessarily attract these men in spite of the present difficulty?—It would tend that way. Exactly at what point and to what extent it is impossible to say without experience, but no doubt one of the things that would keep them back is hearing from their friends that in India living is so expensive, and that they cannot save now as their predecessors used to do.

55,108. There is that impression abroad?—Certainly.

55,109. Is there any growth of a tendency to stay at home amongst the men of the Universities?—I should not have said it had grown. A man would rather find a career at home than go across the sea, but I do not know that that has increased. I find plenty wanting to go to Egypt, for instance—anything where he can get in without a competitive examination. That overbalances it.

55,110. And the Eastern Cadetships?—They are rather on the same lines, but inferior in pay and prospects to the Indian Service. I may say there is a general impression—I do not know how far it is justified—that these Eastern Cadetships are on the up grade, that they are going to be improved, just as there is an impression that the Indian Service is on the down grade; that it is not as good as it was, and that it will not be as good as it is.

55,111. If the selection had to be made at 19 to 20 instead of at the later age of 22 to 24 as at present, would that make any difference in the amount of stay-at-homeness shown?—I should not have said that it would necessarily be so.

55,112. Does not the later age have a tendency to prevent them from going to India?—I think very likely that if his parents wished him to go to India a boy would be less likely to say no at the earlier age. On the other hand, I think he is much more likely to say yes on his own account at 23 or 24 and to form a juster opinion of his chances at home.

55,113. He is also likely to form more ties at the later age?—I should have thought just the contrary; I think he would be disillusionised as to his early expectations.

55,114. (*Mr. Sly.*) You have told us some of the conditions that attract men to the Indian Civil Service from your University. Can you tell us whether the fact that the Service includes substantial openings for legal careers, judgeships and the like, has any definite attraction for particular candidates or not? Would, for instance, a proposal that the legal branch of the Service should be separated off and recruited in an entirely different way, seriously detract from the popularity of the Indian Civil Service?—Anything which diminishes the number of great prizes will detract from the popularity of the Service; but I do not think the men before they go out have generally made up their minds whether they are eventually going to take to the judicial or to the executive side. A great deal depends on the age at which they marry. It is said that the ladies always wish their men to take the judicial side to get the better stations and avoid being sent to lonely places. I do not know whether that is true.

55,115. You do not know whether there are few or many cases at the University of men who deliberately wish to undertake a legal career—to be a Judge—and for that purpose select the Indian Civil Service?—I think they generally go with a broad open mind, unless indeed they are conscious of a deficiency in stirring qualities and welcome the opportunity for a quieter life; but they would keep such hesitations to themselves.

55,116. Then in regard to the present system of one year's probation, we have received a considerable amount of evidence to the effect that it is so short at present as to be practically useless for the purpose of a special training for India, and the suggestion has been made that if the period of probation cannot be lengthened

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without bringing men out at an older age it would be better to do away with the period of probation altogether and send the man out to India after he has passed the present competitive examination at the present age limit. How would such a proposal be regarded at Oxford University?—Of course, all the people who are interested in Oriental matters would be strongly against it. Other people would say it was a question for the Indian Government whether this probationary year was useful or not.

55,117. Is it not the case at the present time that a substantial proportion of the successful Oxford candidates in the Open Competitive Examination leave that University and go to London for their period of probation?—I have known such cases, but I should think they are very few.

55,118. You think they are very few?—I am not speaking by book, but I can remember only one or two cases.

55,119. Then in your written memorandum you have quoted from a letter from an Indian Civil Servant. I do not know whether you have quoted that letter with the object of showing how you have arrived at your own conclusions, but there are, perhaps, some parts of the letter that would be open to question?—Is that so?

55,120. For instance, he has put in the forefront the subject of the health statistics. We have received medical evidence to the effect that reduction of the age would certainly not be disadvantageous, and would probably be advantageous from the health point of view?—That I do not know.

55,121. I did not know whether that would influence the opinion which you have stated?—I cannot say it has had much to do with it. I have always understood that a man going to tropical climates does better if he is a man who is consolidated than if he is quite young. One has heard a great deal about it in the case of recruits for the Army. They say that boys die like flies in India.

55,122. It is a difference not between boys but between young men of 22 and 25?—Yes.

55,123. (*Mr. Fisher.*) I think you hold rather strongly that our field for the Indian Civil Service would not be so good if we took them at 19 as if we took them at a later age?—That is my impression.

55,124. Do you think that the field would be improved or the reverse if the probationers went to a special College?—I should have thought it would have been worse.

55,125. Why?—I think if a boy at that age, or his parents, had made up their minds that he was going into the Indian Civil Service he would just do what he was told. But I think that the requirement to give up Oxford or Cambridge would make it less attractive certainly.

55,126. Do you think also that if the probationer was given the chance of an Honours course with a Degree at the University that would tend to improve the field?—

I do not think so. I think it would make very little difference.

55,127. You do not think it would act upon the mind of the schoolmaster?—No, I do not think so.

55,128. You do not think he would consider it of some advantage to secure a First Class at the University?—I should think not much. I think he would consider his boy as parted off into a separate channel.

55,129. As lost?—As lost.

55,130. As a lost soul?—As a lost soul.

55,131. Supposing it was recommended that there should be a three years' course at the University, do you think it would be advisable that there should be a preliminary examination at the end of the first year?—I should think yes, that it would be well to keep men up to the mark. It is giving the men encouragement to take things easy if you have no examination till the end.

55,132. I suppose that the preliminary examination would be upon more or less general subjects like jurisprudence, political economy, Indian history, elements of a classical language?—Probably.

55,133. Leaving the more special and technical subjects for the later course?—That might be. I do not see it matters much in which order you take the things. That I would leave to the teachers.

55,134. Was this scheme of Sir Ernest Trevelyan's elaborated with the Committee?—No. He had to go away; he has been to South America, and he sent that in to us after he had already gone.

55,135. I received a certain memorandum from Mr. Ball, who is one of the members of the Committee, upon various aspects of the problem, but at present no joint report has been sent in from the Committee?—Has it not?

55,136. Not so far as I know, not on the examination. We have the joint memorandum of the Committee?—That is what I mean.

55,137. But not on the detailed course?—This is all we have got to say, I think.

55,138. (*Chairman.*) It does not allude to the course, I think, does it?—No, except for the criticisms of Sir Ernest Trevelyan's scheme.

55,139. (*Mr. Fisher.*) We have had a suggestion as to the nature of a curriculum drawn up by a lawyer, but not any conference with the teachers of Oriental languages or the teachers of Indian history?—No, we did not hear anything from them; in fact it is a technical sort of matter, and I do not think the Committee are very well capable of going into it. Sir Ernest Trevelyan's scheme is all we have had, and all we could say we have said substantially. It may be a very good scheme for its purpose, but we do not think it would commend itself to the Convocation as an Honours course.

55,140. If an Honours course were proposed it would have to be elaborated by a Committee representing the teachers in all the subjects?—I suppose so. The difficulty would be to frame one that would satisfy both

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the purists about academic learning and the practical requirements of the India Office.

55,141. As to the possibility of a joint examination between, let us say, Oxford and Cambridge, and possibly one other University, would it really be a very great departure from the practice which has hitherto prevailed, of inviting external examiners to take part in the University Examination?—If there were three Universities working together you might have differences of opinion between them, but I daresay they could come to a conclusion. What would set their teeth on edge would be the Civil Service people coming down and giving Oxford classes.

55,142. I presume that that was not part of the proposal, that Oxford classes should be given by the Civil Service Commissioners?—I thought the Examination was to serve as the Final Examination for India as well as for the other purpose.

55,143. I was suggesting that it might be possible for a Joint Examining Board appointed by the Universities to conduct the Examination, each University accepting the report of that Board, and to publish its own class list, but at the same time the Board to communicate the marks to the Civil Service Commissioners?—Would they be satisfied with that or would they want another examination?

55,144. I do not know whether they would be satisfied or not, but assuming they were satisfied with the report of the University Board I suppose the Universities would not have the same strong objection?—I do not think they would, but if the Commissioners were going to examine them for their Indian knowledge at the same time or about the same time—well, no man can serve two masters. They would certainly neglect the University examinations and say, “Never mind about those as long as we can pass the Civil Service Examination.”

55,145. That is if there were two examinations?—Yes.

55,146. It would of course be desirable if possible to avoid the necessity of two examinations?—It never occurred to me in my wildest moment that the India Office would accept the University Examination as guaranteeing a man confirmation in his appointment. There must be only one University examination, of course, or else the candidates would be apt to go to the University which let them off cheapest.

55,147. (*Mr. Madge.*) You have told us that you yourself think it right to meet the Government half-way in any of these proposals, but that you rather fear the other University authorities would not accept that view of their duty?—They would look at Government proposals through keener spectacles than I should be inclined to use.

55,148. Do you think it fair on public grounds to limit the candidature for a large Service like the Indian Civil Service to only one or two Colleges?—Are you speaking of the probationary period, or what?

55,149. Either, for that matter, because the proposal is in lowering the age to select them early. I will tell you why I ask the question, because you are in favour of a residential system?—During the probationary term.

55,150. Are you aware that in Edinburgh they have Halls which, though not under the control of the University, are worked in harmony with the opinions of the University authorities; and we have had it in evidence that, if it were made a condition, they could be brought so completely under the control of the University authorities as to become equivalent to the residential system in Oxford and Cambridge. From that point of view, do you think it would be fair on public grounds to limit the candidature to only two Colleges?—I should object to a limitation if you can get what you want outside the limits.

55,151. If we can obtain the equivalent facilities elsewhere?—Yes. I think it is a matter for the Government to say whether a particular Institution gives what they want.

55,152. Then you think pure competition is the most satisfactory system, but you have admitted that as a character test it is very imperfect. I want to call your attention to the fact from this point of view. It has been stated that not only British students come up, but even students from German Universities and elsewhere. Do you think that students other than British students, apart from the character test, make equally good Civil Servants for India?—Excuse me; my impression is that every candidate has to sign, “I am a natural born British subject.”

55,153. Do you not know that European candidates come up for the Indian Civil Service—that they can be naturalised?—I think it is “a natural born British subject.”

55,154. (*Sir Theodore Morison.*) The state of the law is that by a later Act a naturalised subject has all the rights of a natural born subject, and therefore he has the right to go in for the Civil Service Examination?—That I did not know.

55,155. A son of a naturalised father, as long as he has taken the Oath of Allegiance, can enter for this Examination, although he may be a pure Frenchman or German. That is how it acts?—That I did not know.

55,156. (*Mr. Madge.*) All I want you to agree with is that though you prefer the competitive system as the best, there is a very serious defect in it through its want of test of character?—I do not think it appears to be very serious. I think a man who has passed through the University, and not disgraced himself, and who has worked himself up to the standard is not likely to be a man of bad character. If he is a bad character he is naturally always neglecting his work.

55,157. I was not thinking so much of an actual bad character, as of certain qualities that go to make up a good administrator generally?—I beg your pardon. I misunderstood you. There I grant you it is rather haphazard.

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Intellectual qualities very often go with powers of government, and so on, but not always. That is undoubtedly the case. I should have thought that a man who had a very good head but not the faculty to command would be able to become a judge rather than an administrator.

55,158. (*Mr. Abdur Rahim.*) Is your Oriental School popular with English students?—No, it is not; very few go in for it. Under the old system there was a two years' probationary course, but a man might apply for a third year, and in that case he sometimes went in for the Law School and sometimes for the Oriental School.

55,159. Is it popular not merely among the probationers for the Civil Service, but generally?—No.

55,160. It is considered more or less outside the general run of education?—Yes.

55,161. We have heard evidence as regards the special call for India. Have you noticed a special call for India?—On the part of whom?

55,162. Is there much of a desire for work in India?—I think I see what you mean. There is from the religious side. Clergymen are now very much given to saying they feel a call for India.

55,163. But apart from missionary work, is there much of a desire for work in India?—I should have said not very much. I have known one or two men who had a strong wish to go to India, but they are generally, I think, the sons of old Civil Servants. I have one undergraduate now who has a strong desire to go out. Undergraduates, as a rule, do not know their own minds when they come up, but he has never wavered. His father was a very distinguished Civilian.

55,164. Have you any figures which would show how many candidates there are in a year who are sons of men in the Civil Service? Are they a very large proportion?—No, I should have said not very.

55,165. You have told us about the difficulties connected with Indian students at Colleges. Is there any limitation to the number of non-collegiate Indian students?—It was proposed, but I do not think it was carried. I think it is the worst possible thing for the Indians and for the University that any large number of them should be non-collegiate. I think the only way to assimilate them is to get them inside the Colleges.

55,166. There is a growing feeling in India that you really cannot have the same advantages for education in India that you have here—if the number is limited at the Colleges, do you think it is desirable that there should be limitation also to the number of non-collegiate students?—It is an enormous difficulty; I quite recognise it; but, of course, one looks at it from an Oxford point of view. One does not want to have more men than we feel we can do our duty by, and that we

cannot do our duty by a large number I am quite sure.

55,167. You do not propose to assimilate the non-collegiate students; they are outside the College. They come there to attend lectures I suppose as much as they can?—I do not think their position is satisfactory.

55,168. If an Indian has to acquire western knowledge and be educated in western science it is much easier for him to do that here than it is in India. He certainly learns a great deal more European civilisation by coming over here and staying here and getting proper education than he would do in India?—I do not think he learns much from European civilisation by becoming a non-collegiate student at Oxford.

55,169. But the very fact of his staying here and living here for some time does give him an insight into it?—Give me a man inside a College and I think I can give him an insight of what western life is.

55,170. It makes it easier for him to master western arts and science?—Under favourable conditions yes, but not under those which you were putting.

55,171. As regards Persian, you said it was an easy language, and suggested that there might be an objection to its being included?—I did not intend to say included, but being marked up as high as Latin and Greek.

55,172. You would not object to its being included and put on the same level as French and German?—No.

55,173. It is quite possible to make a very difficult examination in Persian?—I am not speaking by book at all.

55,174. In India, for instance, the highest Degrees are conferred in Persian alone—I speak from experience. If that was so then there would be no objection?—No, that is a technical matter. My principle is, mark the subject according to its real difficulty.

55,175. Not only the difficulty of learning the language but also the difficulty of learning the literature?—No doubt the literature ought to be included along with the language, but not what one gentleman was talking about—Indian philosophy. That would come under the head of philosophy rather.

55,176. But Persian and Persian literature covers a much wider ground than mere philosophy?—Yes.

55,177. I do not know whether you would like to answer my questions regarding the sketch made by Sir Ernest Trevelyan, as regards the study of Law?—I have not a technical knowledge of that subject, but as far as I recollect Sir Ernest's paper he lays stress on the attending of London police courts, which I think is decidedly a good thing.

55,178. But the police court is only one branch of the Courts. For instance he puts down —?—I am afraid I am not qualified to speak on that point.

55,179. (*Sir Murray Hammick.*) I think there is a little mistake at the end of the

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memorandum of Sir Ernest Trevelyan, where he says: "If the system referred to in the enclosed scheme be adopted we may calculate on having about 70 Indian Civil Service men reading at Oxford." Surely it would be about 150, would it not, with a three years' course and 50 men each year?—But they would not all be at Oxford. I suppose he has halved the number, considering that half would go to Oxford and half to Cambridge.

55,180. Probably that is so. Then I want to ask you a question as regards your remarks about the Indian Educational Service. Is it not the case now that it is almost impossible to get men who have shown themselves efficient by obtaining any good degree to go to India in the Educational Service?—I should think so, very difficult indeed. You might occasionally get a man who was a really good man, say in philosophy, who had broken down on other subjects, in his classics and history, and failed to get a First, but then they will not look at him in India. They say, "If he has not got a First the Indians will despise him."

55,181. From your knowledge of the candidates coming up for the Indian Civil Service would you say that the real main attraction of that service as far as the money goes is the thousand a year pension at the end of it?—I think it is considerable.

CYRIL NORWOOD, Esq., M.A., Headmaster, Bristol Grammar School.

*Written answers relating to the Indian Civil Service.*

55,186. It has been suggested that the age of appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—I am inclined to believe that for the Indian Civil Service it would be the wisest policy to select boys at the school-leaving age.

It is argued that to select them at the age of graduation for a degree yields candidates of greater maturity and more generally developed and responsible character. But it is my experience that men not infrequently select the Indian Civil Service at the very end of their University course, although they have not, and have never had, any special leaning towards it, have thought little about India, and are not attempting to put themselves in touch with Indian feeling whether Anglo-Indian or native.

Further, the extra examination with its severe competition which follows hard upon the main examinations of the University course seems to me definitely to diminish mental freshness and independence, and produces for some time, at any rate, a habit of mind ill-calculated to adjust itself readily to a new environment.

Finally, in the majority of cases the successful candidate continues to reside for a further 12 months in a society which knows nothing

55,182. You think that has a great effect on determining a boy in going up for the Indian Civil Service; in fact I suppose you would say that is the only fact that he does know about the Indian Civil Service?—It is the one tangible thing which is borne in upon him, that after 25 years' service he will get a thousand a year.

55,183. As regards making your one year course simpler, in order to make it more useful, you propose to teach them Law, riding, and the elements of a vernacular, but a candidate for the open competition at present is not bound to take up, for instance, political economy?—No.

55,184. You may have a man going to India without having read a word of political economy?—Yes. I am very fond of political economy myself, but once you begin to let in all the things which are desirable where will you finish? No doubt anthropology is desirable and history is desirable.

55,185. Yet you would leave out Indian history. A boy would go out to India without having read any Indian history?—If he has had a good general education, he will have learnt how to learn those things.

(The witness withdrew.)

at all about India and refuses to take interest in it. The candidate himself attends his lectures, but for the rest throws himself as heartily as he can into the life from which he is about to be separated. He arrives in India accordingly, a servant of little value, (in passing which judgment I am merely quoting from the opinions of many Anglo-Indian friends within and without the Service).

Before going on, I wish to call attention to the note which I have added to my evidence as to the sort of training which I would suggest for the recruit officer.

55,187. Supposing the suggestion for lowering the age-limits is accepted, what limits would you prefer?—I should prefer an age-limit of  $18\frac{1}{2}$  to  $19\frac{1}{2}$  calculated from some such date as June 30th in each year.

The schools are already accustomed to work with their best material with reference to the 19th birthday calculated in each case at some point in December. The selection of the above limits of age would therefore cause little disturbance of school arrangements, and keep the Indian Civil Service candidates in touch with the candidates for open scholarships throughout their school career.

55,188. What would be the character of an open competitive examination designed for boys of school-leaving age? In particular (a) Should the examination approximate to the scholarship examinations of Oxford and Cambridge? (b) Should the examination contain a number of subjects all optional, the

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only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks, which can be obtained from the subjects chosen, shall not exceed a specified amount? (c) Should the examination consist of some compulsory and some optional subjects? (d) Should the examination\* be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined in selecting a certain group?—I would both on the above and all other grounds cause the examination to approximate to the scholarship examinations of Oxford and Cambridge. I believe that the preparation for these provides the best mental training which English schools at present show, and that any other form of examination would throw the candidates out of the main touch of the school's courses, deprive them of some share, at any rate, in the full life and competition of the school, and introduce a temptation to cramming.

In answer to (b), (c), and (d).

I would make English Essay and a General Paper compulsory, but nothing else. Insistence on Mathematics would deprive the Service of some candidates, at any rate, of great linguistic ability.

I would preserve a maximum number of marks, and would divide the subjects roughly into five groups (1) Classics, (2) Mathematics, (3) Modern Languages, (4) Science, (5) History, but I would not confine the candidate to the selection of one group, but would make the maximum such that a candidate could obtain it only if he took English Essay and General Paper, one group and at least one, if not two, additional subjects chosen from other groups.

I subjoin a rough scheme to show in outline a possible allotment of marks. My object would be to find men of general capacity, whose education has not run wholly along one groove.

*Suggested Table of Marks  
for an Examination for Candidates  
of 18½ to 19½ Years of Age.*

*Compulsory Subjects.*—English Essay, 500; General Paper, 500.

*Optional Subjects.*—Group I. Latin Language, 500; Latin History and Literature, 250; Greek Language, 500; Greek History and Literature, 250.

Group II.—Mathematics I., 500; Mathematics II., 500.

Group III.—French Language, 500; French History and Literature, 250; German Language, 500; German History and Literature, 250.

Group IV.—Chemistry, 500; Physics, 500; any other approved science, 500; only two to be taken.

Group V.—English History, 500; General Modern History, 500; Political Science and

Political Economy, 500; English Literature, 500.

NOTE.—(a) No candidate shall be allowed to take a higher maximum than 3,500, Compulsory Subjects, one group and two other subjects.

(b) Mathematics and Science placed at 1,000 each, as against 1,500 for Languages and History on the ground that a Mathematician ought to know one Science, a Scientist ought to know the first stages of Mathematics.

(c) The rough examiner's marks of an examination like this would probably require to be balanced by an independent assessing board.

55,189. What regulation would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I should cause all candidates to submit themselves to a preliminary interview, taking place at an interval of some months before the dates of the actual competitive examination. I should then demand a statement of the subjects which the candidate proposes to offer and a full history of his education. I should reject candidates who were relying on a "crammer," because I believe that his method of instruction in the majority of cases overdevelops the intellectual and starves the moral side of a young man.

On the basis of this interview I would nominate twice the number of candidates necessary to fill the vacancies.

55,190. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?—No such rigorous test as is suggested can be obtained until much fuller and more definite school records are demanded and exacted from the schools. But at such an interview as I have suggested examination can be made into (1) health record, (2) position and influence in school, (3) record of work, (4) athletics, (5) hobbies and clubs.

55,191. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, do you anticipate that an examination, at the age suggested, will be exposed to a danger of this kind, and how would you obviate this should the case arise?—To some extent I believe that the number of candidates appearing for an examination does affect the accuracy of the result. I submit that the limitation by nomination suggested above obviates the difficulty as far as it is possible to do so.

55,192. Have you any remarks to offer not covered by the above questions?—I recognise that if some such scheme as the above were adopted the candidates selected would be immature; I would therefore term them Indian Cadets and train them collectively for a certain term of years. For a year

\* A specimen of such an examination was enclosed—*vide Appendix X.*

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at any rate I would train them at home in such subjects as Geography and Indian Modern History, some elementary Law, the rudiments of a language, and the nature of the chief Indian religions, especially in their relation to social life. I would continue this vocational training after the cadets had gone out to India, and before they entered upon

actual work in the Service independently, would give them some months of an observation course under selected magistrates.

I think that this preliminary training might well last three if not four years, and that the cost of maintenance should be met from public services either wholly or in very great part.

Mr. C. NORWOOD called and examined.

55,193. (*Chairman.*) You are the Headmaster of Bristol Grammar School?—Yes.

55,194. How long have you occupied that position?—For seven years.

55,195. Is that a residential school?—No, a large town day school, with a small number of boarders, about 20 to 25.

55,196. How many boys have you at the school altogether?—About 410.

55,197. You say that on the whole you think it would be profitable to select boys at the school-leaving age?—My view is that at Oxford, when I was there, there was absolutely nothing in one's surroundings which pointed towards India, and I did not know, although I took this examination myself, many candidates who were going in for that examination until about three months before, unless they intended to enter the Home Civil Service. I think you can choose your man much better at the age of 19 than you can at 22 or 23, if you are going to take into consideration things outside the examination subjects. The schoolmaster knows a great deal more about a boy of 19 than an Oxford Don knows about an undergraduate of 22 in my opinion.

55,198. You think that if the age were reduced to the school-leaving age it would give an opportunity to the Master at the school to be finding out what boys in his school were likely to go up for that examination, and you think the Master could guide the boys' thoughts in the direction of India; is that what you mean?—No, I was not thinking of that. I was imagining that those who were selecting the candidates would want to know what candidates were likely to develop administrative qualities, and the Schoolmaster could help them there by honestly telling them what the boy was capable of, in a way which you can judge in a public school to a very great extent.

55,199. Do you think on an average that you can fairly accurately say whether a boy of that age at a public school is going to develop administrative powers afterwards?—Yes, I think so. I would much rather judge of the schoolboy than of the undergraduate. The undergraduate has got very little chance of administering—I am speaking now of the great boarding schools more than the great day schools. But the House Prefect, the House Captain, the School Captain, the athletic Captains and so on, who are generally boys of some intellectual ability, are the sort of material which you want to get.

55,200. Your opinion is based on observations extending over some years, I suppose?—Yes, my observations both at Oxford and as a Schoolmaster since.

55,201. Do you mean that you have watched boys who have shown aptitude for control and so on at school, and that in later life they have developed those aptitudes in their professions?—As far as I can tell. I have only had an experience of 13 or 14 years altogether, but they are developing well.

55,202. Then you prefer an age-limit of from 18½ to 19½ calculated from June 30th in each year?—I was thinking mainly of the way in which the schools are organised. We all work to a point of 19 somewhere in December with a view to the Oxford and Cambridge Open Scholarships. We are accustomed to that date; the whole of the schools are organised for it, and I thought it would cause the minimum of disturbance.

55,203. Would the highest Form in your school give a good training for the Oxford and Cambridge Scholarships?—Yes, we always get about four or five each year.

55,204. So that an examination framed on those lines would offer a fair opportunity to boys in your school?—Yes. I do not think we should get any more into the Indian Civil Service than we do now, because I do not think that the Service is very attractive at present to the average able English schoolboy.

55,205. Do many boys from your school go into the Indian Civil Service?—It is very tempting to them because most of them are boys who are drawn from poorer classes, that is to say, boys who have to depend solely on themselves. The Service is very tempting to them, but it does not draw many.

55,206. How many have you had in the past few years?—I think about two in the last five years.

55,207. From what classes are your boys mainly drawn?—From the professional classes in the main.

55,208. You would like to see all candidates submit themselves to a preliminary interview?—Yes.

55,209. Do you mean you would like to see a system of nomination introduced into the scheme of the competitive examination?—Yes.

55,210. If there were 50 vacancies you would have 100 up, and 50 would be nominated? Not necessarily all of them, but only a certain number of them would be

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nominated?—Yes, I suggested twice the number of vacancies.

55,211. Would that nomination be before the examination?—Yes, before the examination.

55,212. So that it is conceivable if you had 100 up that you would nominate the whole 100 for the competitive examination?—Yes, I should always try to nominate roughly twice as many as there were vacancies.

55,213. Upon what principle would you reject, in practice?—I should be inclined to reject those who had not had an English school training, except in exceptional cases. I should be inclined to reject a boy who had been spending his years at the crammer's; I should be inclined to reject anybody who did not give some proof in some way, either by the evidence of other people or by his own records, of being able to influence others in the future. I should try to choose a boy of force.

55,214. How would you constitute the body to whom you would give this discretion?—I have not thought it out in detail, but the same principles which apply to the Admiralty's choice of quite young boys for the Naval Service. I should be inclined to choose a certain number of headmasters, a certain number of University teachers, and a certain number representing the Civil Service. There I am only speaking haphazard, but that is the sort of thing I have in mind.

55,215. As long as it was confined to definite conditions such as you have indicated—that they had not been at a crammer's, that they had been to certain schools, or had been through a certain course of training, I can see that it might be done; but I suppose you will admit that when you came to the actual discretion as to whether a boy had sufficient character or not, it would lead to great difficulty, would it not?—Yes, great difficulty.

55,216. Do you think the advantages gained would balance the drawback of possible misrepresentation?—I hope so. I think if the professional schoolmaster were trusted he would rise to his responsibilities. You could rely on the headmaster of a good public school to tell you if a boy was known to be weak, at least I hope he could be relied upon. I am not certain of it.

(Adjourned for a short time.)

55,217. (Chairman.) You said just now that you thought the advantages of the Indian Civil Service could be advertised in schools, that information could be given to boys in their school years regarding it. Will you explain what means you would take to bring about that end?—I had not anything further in my mind than merely that the prospects should be put before the boys by the headmasters or the house-masters.

55,218. Then you outlined a scheme of selection and nomination by which you would reject unsuitable boys. Can you say at all

what in your opinion would be the effect of such a scheme on the minds of the parents of the boys?—I think there would be some difficulty perhaps with a certain number of education authorities, who would like their promising poor boys to have a chance, and who might suspect such a system as being intended to prevent them from reaching the Indian Civil Service, but I do not think there will be much objection in the class of parents from whom the candidates come now.

55,219. You do not think that a parent would feel aggrieved or discontented if for some reason, in the opinion of the Board, his boy was rejected on other than scholastic grounds?—No, if it was clearly understood that a limited number were nominated, and that a certain number had compulsorily to be rejected. Perhaps 500 might come up, and you might only want 200. I do not think there would be any feeling among the parents.

55,220. (Mr. Chaubal.) For how many years has a headmaster of a school the opportunity of observing the boys who are under him at the school?—At most of the boarding schools, the public schools, they are commonly there about five years. In most of the great day schools anything from seven to nine years.

55,221. In the public schools only four or five years?—Yes, from 14 to 19 usually.

55,222. For how many years would a student be at a University under the observation of the professors and tutors of the College until he took his Honours Degree?—At the most four.

55,223. Can you tell me why a schoolmaster should be in a better position to judge of the promise of a boy with four or five years' experience of him than a professor at the College or University who has four or five years' experience of him?—Because he is in much closer touch with the boy. At College a man may be under a tutor whom he may not see once a term, and the actual person who teaches him—I am speaking of Oxford now—will not deal with him for more than five terms, and then will see no more of him. He will go on to other groups of teachers.

55,224. You mean that a tutor or a professor does not care about his students under him outside his Lectures?—He has not the same opportunity.

55,225. He does not meet him, and does not converse with him?—He has not the same constant opportunities as the headmaster in a school has.

55,226. It is only on account of that differentiation that you say a tutor or a professor at a college is not able to judge of the promise of a boy at College as well as the schoolmaster with four or five years' experience of a boy?—It is on that ground mainly.

55,227. When you say that the successful captains of teams in the various sports are likely to prove successful administrators such as the Indian Civil Service wants, are you

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speaking from actual experience or is it only a theory?—I am judging mainly of those who have done well in the Indian Civil Service—men that I knew in my own time and senior to myself.

55,228. When coming to this conclusion did you take account of captains who have been successful captains of teams and have been failures in after life, or is it because a man has risen to an eminent position and then it is remembered that such a man, after he has become great, used to be a captain of a team?—No, I do not think so. I am judging from my own experience of perhaps 20 to 25 cases that I know.

55,229. What I meant was that unconsciously the earlier lives and successes of those who have risen to high positions, and who have acted as captains, are remembered, while we are all apt to forget that on the other side there may be persons who were almost quite as successful in sports who have not risen at all in life as the others have?—I had in mind at least three or four cases of men now in India, who have made a comparative failure of it, and who are unhappy there, and three of whom at least would have been rejected at such an interview as I propose now, because I think they were obviously unfit at the very start.

55,230. Do you know what are the duties of a high revenue or judicial officer in India as a civil servant?—Roughly, yes. I have never been in India.

55,231. I should certainly like to know what it is that makes you say that the successful captain of a cricket team is likely to have all the administrative qualifications which a collector or a commissioner or a judge or a judicial commissioner wants?—No, I said he is more likely to have them. I did not say he will have them.

55,232. Is there any comparison of any kind between the qualifications which are wanted for the one and the qualifications which are wanted for the other?—He is a man who can take responsibility, and who I understand is beginning to be rather lacking in the Indian Civil Service at the present time.

55,233. It is your idea that the collector or the commissioner or the judge requires to rule his staff in the same way as the captain of a team rules his eleven?—No, he does not want to be an absolute ruler. My point is that you are more likely to find suitable administrators from among boys who have learnt to face responsibility.

55,234. Would it not be dangerous to reject a man simply because his previous school or University career did not disclose him to be a successful captain of a team?—Yes.

55,235. In your written answers you say, "It is my experience that men not infrequently select the Indian Civil Service at the very end of their University course,

" although they have not and never had any special leaning towards it." Does not that indicate that young men are not able to judge the career they should adopt at a younger age? When you say that as a matter of fact a man does not select the Indian Civil Service until the very end of the University course, may not that indicate that he is not capable of doing so with any chance of certainty at an earlier age?—I would prefer to say that it indicates that he is not made to decide until that time. He could equally well decide at 19 as at 22 if he had to.

55,236. You do not agree with the evidence, which has been given before us, that men often do not know their own minds at the age of 19, and know them better at the age of 22 or 23?—I think wherever you draw the line up to that point you will have men keeping a perfectly open mind about their future career.

55,237. Up to what age?—Up to any age wherever you draw the line. If you increase the age to 25 and keep students at the University till they are 25, they would go on shilly-shallying just the same.

55,238. But according to what you say it is rather the choice of the master and the choice of others than the choice of the boy himself at the age of 19?—No.

55,239. What I understood you to say was that the schoolmaster would put before him the prospects of the Indian Civil Service and the other Services which would enable a man to make a choice. That rather means that it is not the boy who is making the choice but it is what the master or his parents represent to him that would lead him to make his choice at the age of 19?—I think in a certain number of cases the boy might be thrust into it; I think that is fair criticism, but most boys of 19 will make an independent decision.

55,240. Then in the next paragraph I see you say: "Further, the extra examination with its severe competition which follows hard upon the main examinations of the University course seems definitely to diminish mental freshness and independence." I suppose you are not under the impression that if a man has his examination at 19 he has no subsequent examination?—Oh, no.

55,241. Where would be the difference?—The difference would be that under your present scheme a man takes his Final at Oxford, for instance, in June, and goes on to the Civil Service Examination in August, both of which are first-class examinations of considerable length and tremendous importance, and have the effect of disgusting a man with all examinations and work for a very considerable time.

55,242. As between that and one of the schemes which has been put before us, would not a stiff competitive examination at the age of 19, a three years' probationary course with an examination at the end of each year, and a

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[continued.]

final examination at the end of the third year, followed by two examinations, what are called departmental examinations, after he goes to India—would not that mean the same strain, so far as examinations bring it on, as under the present course?—I do not think so.

55,243. (*Mr. Gokhale.*) The method of selection that you recommend is to have twice as many candidates as there may be vacancies, the number to be selected at a previous interview?—Yes.

55,244. Will you tell me why you would limit the number of candidates in that way to only twice as many as the number of vacancies? My point is this: I can understand a Committee such as you suggest saying: "This man will do for the Indian Civil Service," or "This man will not do," taking a number of things into consideration: "Let him compete and have a chance." But I cannot understand how any Committee could say "these are the 100 who alone should compete." If the number of those who are fairly desirable exceeds that, what is to be done?—I only meant it quite as the roughest of indications, not in any way to tie them down. If there were 100 vacancies they might take 160.

55,245. You are not suggesting that there should be such a definite limit as that?—No. I only wanted to make the field of competition wide enough to secure that the candidates you selected were well tested on the intellectual side.

55,246. My point was this: If a large number of young men appeared before a Committee such as you suggest, there would be a few outstanding young men whom any Committee would select, and there would be a few exceptionally unsatisfactory men whom any Committee would reject. But between those two limits there is likely to be a fairly large number of average men, and it would be very difficult for a Committee, merely sitting as you suggest, to arrange for any particular order of merit, and unless they were arranged in that way you could not take an exact number and reject the rest?—No, I quite agree.

55,247. What you mean then is, that you would lay down certain tests, ask the Committee to consider those tests, and let those who fulfil the tests appear?—Yes, that is what I really mean.

55,248. (*Mr. Sly.*) We have received a certain amount of conflicting evidence in India as regards the number of candidates that would be attracted on the one hand by the present system of a competitive examination after a University education, and on the other hand by an examination for the Indian Civil Service at the school-leaving age. On the one hand we have been told that if you place the Indian Civil Service Examination in competition with the University career a large majority of the best youths of England will not go up for it, but will go to the University—that they will not sacrifice a

University career for the Indian Civil Service. On the other hand, we have been told that you would attract a certain number of candidates by having an examination at a school-leaving age which otherwise you would not get, due to the fact that the fathers of a certain number of candidates, perhaps from poverty or from other reasons, are not able to bear the expense of a University career for their sons. From your experience as a schoolmaster, can you tell us what your opinion is on that particular point? Would the best boys of your school be attracted by the Indian Civil Service and sacrifice a University career for it or not?—I think so. I do not say there would not be that danger in a great number of classes. It would largely depend upon when you hold your examination, and whether you made the preparation for it exclusive of the preparation for the ordinary career at Oxford or Cambridge. If it was possible for a boy to keep both of them open before him up to the age of 19 I do not think it would very much alter the field that you would get.

55,249. If these examinations were based on the University Scholarship Examinations as you suggest there would apparently be no great conflict between those two ideas?—No.

55,250. Because the preparation in school would be the same for both; but we have been told it would be very difficult to frame an open competitive examination on the same lines as a University Scholarship Examination which is specialised in particular places, either a Classical Scholarship or a History Scholarship or something of that sort. Do you think that is a practical difficulty in the way of having the open competitive examination at the school-leaving age?—No, I do not think it is as great as that. I can understand there is a difficulty, because hitherto marks have never been published, but I do not think in practice it would work out as a serious difficulty.

55,251. There would be no interference, you believe, by an open competitive examination at the school-leaving age with the ordinary course of school studies?—I do not think so.

55,252. Certainly not more than is caused by a Scholarship Examination?—No, and it is in my knowledge that Cambridge University conducts its Scholarship Examinations by a pure system of marks in the majority of cases.

55,253. You have told us that your school is largely attended by the professional classes?—Yes, the poorer professional classes.

55,254. Have you any experience at all of what are called the Government secondary schools?—No, none whatever.

55,255. You cannot tell us what would be the effect of it on them?—No. So far as I can tell none of them are doing work fully up to the range of the Open Scholarships of Oxford and Cambridge at present.

55,256. You have recommended to us a scheme for the selection of candidates to be

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[continued.]

followed by a competitive examination as being likely to secure a suitable class of candidates for the Indian Civil Service. Suppose it were found that a system of selection, for reasons which we need not go into, was disallowed, would you consider an open competitive examination without any selection as a suitable method of recruiting the Indian Civil Service?—No, I should not; I should be sorry to see it, because I am perfectly certain that then you will get the boys from the crammers—taken to the crammers at the age of 15 or 16.

55,257. But assuming that certain safeguards could be enforced prohibiting attendance at crammers, such as a School-leaving Certificate as the condition of entrance to the examination, would that affect your opinion? Let me put my point in another way. We have been told that as an intellectual test the competitive examination at the school-leaving age is a much more uncertain method of selecting suitable candidates than a competitive test at the University-leaving age. You propose to correct that to a certain extent by a method of selection, but assuming that the method of selection is not possible, what is your reply to the criticism that an intellectual test of a boy at the school-leaving age is a very uncertain test?—I think it is much too strong a thing to say it is a very uncertain test. The Scholarship Examinations at Oxford and Cambridge infallibly pick your best boys and leave the second best boys on our hands, and I cannot see why an examination of this type should not be equally successful for the Indian Civil Service. I think the lower grade Civil Service Examinations, such as the Intermediate, are not successful and are very chancy.

55,258. In reply to that it is urged before us that many boys who gain University Scholarships fail grievously afterwards, and that even the University Scholarship Examination is not a good test, that many scholars of Universities turn out failures, and that many who fail to obtain Scholarships turn out brilliant successes?—I think any system will be uncertain.

55,259. But you do not think an examination at the school-leaving age would be much more uncertain than one at the University-leaving age?—I do not believe so.

55,260. Then you mentioned to us just now that the attractions of the Indian Civil Service were somewhat less than they used to be?—Yes.

55,261. Can you elaborate that for us and tell us exactly what is your point?—I believe they think that the cost of living in India is greater, and that the position is no longer so valuable financially. They believe that there is less freedom, and that the work in India is less pleasant than it used to be. They prefer to get into the Civil Service at home if they

can because that is increasing, and because they think they will have more chance of getting good positions.

55,262. Can you tell us definitely from your experience that at the present time the Indian Civil Service is not so attractive to the best of the school boys as it was?—That is my experience in my own school, and what I have heard of other schools. It is largely due, I think, to the attitude of many men who are now in the Indian Civil Service, who advise others not to enter, and who say they would not put their own children into it. When I press them for reasons they give the two reasons I have given.

55,263. Firstly the financial reason?—Yes, and secondly the loss of independence—or what they consider independence.

55,264. (Mr. Fisher.) It was suggested to us that if the examinations were held at 19, it would be very difficult for schools to get to know about it. Do you think there is anything in that?—I do not think so. I am assuming that it is on the same lines as the Scholarship Examinations.

55,265. Do you think that schoolmasters in general would be interested in sending their boys up for such an examination?—Very, I think.

55,266. You do not think the tendency of schoolmasters would be rather to deter them from entering the Indian Civil Service, and to advise going in for a Scholarship Examination at Oxford or Cambridge?—I do not think so.

55,267. Do you think that the prospect of a subsequent academic career for Indian Civil Service probationers would be attractive to parents and to schoolmasters?—I do not think so, unless it was a very specialised academic career.

55,268. I meant an academic career for the probationers?—For the probationers, and aiming at India?

55,269. As distinct, let us say, from sending them to a separate College. Do you think that would act as an additional attraction to the Service?—I suggested a separate College after some consideration because I felt that if Oxford and, say, Cambridge or another University conducted the probationers' course as one of their Honours courses they would want to be masters, and their influence would probably lie in the direction of making it too academic; that those who are really responsible for the Civil Service might not be quite masters in their own house, and might not get their men trained exactly as they wanted.

55,270. It has been suggested to us, however, in some quarters that English parents feel the prestige and glamour of the old Universities, and that they would welcome the idea of sending their sons to Oxford and Cambridge, having them there for three years, and getting their Degree there?—I believe that is true.

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[continued.]

55,271. And that might help the field?—Yes.

55,272. Do you think there is anything in that?—Yes, I think there is something in that. A new College would have to strike out and make its own traditions. It would be safer in the transitional period if they went to Oxford and Cambridge in the main.

55,273. One of the objections that has been urged against an examination at the age of 19 is that it is so likely to injure the school curricula, to injure the education in the schools. Could you at all indicate the examination that you would like to see?—I suggested an examination divided mainly into four groups, classical, mathematical, scientific, and historical. If the examination were conducted on the broad lines of Scholarship Examinations in those four groups, I cannot see in what way it could injure the curricula of the schools.

55,274. Would you allow a candidate to take more than one group?—Yes.

55,275. How many would you allow him to take?—I would allow him one group and a couple of subjects outside it, part of another group—not two groups. I should like to see a mathematician taking a certain amount of history and political science and political economy, for instance.

55,276. Would you like to see a *vivâ voce* examination as part of the examination?—No. I always regard *vivâ voce* examinations as rather chancy examinations, unless they are spread over a considerable time. I am imagining that the Selection Committee exists when I give that answer. If there is no Selection Committee then I think a *vivâ voce* examination would be good.

55,277. Supposing there were no Selection Committee, what proportion of marks do you think ought to be assigned on the result of the *vivâ voce* examination?—I think you would have to vary on the different subjects in all probability. I would not care to answer that question without carefully thinking it over.

55,278. (*Mr. Abdur Rahim.*) Do many boys go to Oxford and Cambridge from your school?—Yes, about 10 a year, I suppose.

55,279. Do they compete for the Scholarships there?—Yes. Virtually the greater part of them have to get Scholarships if they go at all. They cannot go without.

55,280. Have there been many from your school who have competed for the Indian Civil Service?—There have not been a great number at any time.

55,281. There have been some?—There have been some, but the tradition of the school is more in the direction of the Home Civil Service. That is largely because the successes of the school lie in the Home Civil Service. The traditions have been established.

55,282. Because of the successes that you have gained?—The successes of the old boys

have been won in the Home Civil Service, and it drives the present generation of boys after them—to follow in their steps.

55,283. So that the Indian Civil Service never had much attraction for your school before?—It never had much attraction, no.

55,284. You cannot say, therefore, so far as that is concerned that the attractions of the Indian Civil Service have gone down in any way in your school?—As far as my school is concerned it has gone down a little. It never was much, but it is less now.

55,285. I understood you told the Chairman that you would limit the schools under the system of nominations proposed to English schools?—No, I had not that in my mind.

55,286. You would include Scotch and Irish schools, I suppose?—Yes.

55,287. Would you include Indian schools?—I would include all the schools, excluding only continental and foreign schools.

55,288. Supposing you include all those schools, not only in Great Britain, but in India, do you think it would be possible to work a system of nominations like that on any satisfactory basis?—That opens a question which is outside of my experience rather.

55,289. (*Sir Murray Hammick.*) As I understand the scheme which you have put before us, it is really based on the supposition that you get rid of the crammer?—Yes.

55,290. I suppose you agree with me it would be very difficult to get rid of the crammer; he would come in under some form or other probably?—It would be very hard to get rid of him.

55,291. You say you would reject candidates who were relying on a crammer. As I understand it, under your scheme the boy could take up an English essay and a general paper. That would give him 1,000 marks. Then if he was a classical man he would take up Latin and Greek, which would give him 1,500 more marks—2,500 altogether. You put on a maximum of 3,500, so that he has to find another 1,000 marks. Under your scheme, supposing he took chemistry and geology, which, as I understand, it would be possible to do under the scheme, would that fall in with the curriculum of a school like yours?—No. In a school like mine he would go in for French and English literature or French and political science.

55,292. It might be political science and economy?—Yes.

55,293. Is it not the case that the crammer, the man who specially prepares the boys, watches to see which of the subjects is easily marked? From the little I know of these Examinations I believe he would probably find that political science and French were probably not so easily marked as two sciences. He would probably select two sciences; geology as one, probably, and I think very likely chemistry for another. Would not the parents of the boys at once discover that those boys

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[continued.]

who had gone up and took political science and French failed, as a rule, while boys who went up and took classics and natural science succeeded? Would they not then be likely to take away their boys and send them to a place where they would get classics and science?—I think that is a very extreme case. I think the effect of the Selection Committee would be to practically keep the field inside the walls of the candidates from the schools.

55,294. Of course, you have your Selection Committee?—Then I do not think that case will arise.

55,295. Supposing it was an open competition for boys of 18 and 19 apart from this Selection Committee, which would be extremely difficult to work—supposing it was an open competition on the assumption that you give, that a boy should get 3,500 marks, do you not think the crammer would at once come in and spot the easy subjects, and those which are outside the school curriculum?—He would certainly do that.

55,296. For instance, when I went up in the early days I know for a fact that in those days Italian and philosophy as it was called—moral and mental science—were the two subjects that, outside the ordinary school classics, counted well. The result was that in those days a boy was worked up in his classics extraordinarily well, and he was then encouraged to take up, it may be Italian, which was very easily marked, and a science or philosophy which he knew he could cram up in a short time. Do you think that any system of examination would prevent that?—No.

55,297. Unless you confine it absolutely to a boy taking up English. I could understand examinations, where a boy was made to take up English and a general paper, and then one group either Latin, Greek, mathematics, modern languages or natural science, because different schools would be proficient in those four or five different subjects, but directly you add optional subjects do you not think the crammer comes in?—I think he comes in in any case whether you have them optional or not.

55,298. And the risk of that you would say is considerably greater at 18 or 19 than at

24 after a boy has taken his Degree? An examination will test and be able to give a boy higher marks for the subject that he has absolutely mastered in taking his Degree at the University, and so prevent cramming, which an examination could not do if the boys were only 18 or 19?—I do not think there is much greater danger.

55,299. Even without a Selection Committee?—I think the danger is very much the same at the two ages.

55,300. (*Mr. Gokhale.*) Arising out of your answers to Mr. Sly, I would like to ask if you have ever compared the salaries paid to Indian Civil Servants with those paid to Home Civil Servants and to Eastern Cadets?—Yes, I was myself a Home Civil Servant, and I had intended to go to India, but was prevented from private reasons. A great friend went into the Eastern Cadets, so that I have considered the question.

55,301. How do they compare?—The Indian is the best.

55,302. Best by far?—By far.

55,303. Almost more than double what the Home Civil Servant gets; is not that so?—That is quite so.

55,304. Have you any opinion to express as to what would be reasonable payment in India?—I have no opinion to express; I do not think it would be worth anything.

55,305. You cannot answer the question whether the present payment is adequate or not?—I think the present payment is felt to be inadequate by those who are now receiving it.

55,306. They may feel it to be inadequate because prices have gone up in India, but it may be that prices have gone up elsewhere also. You must remember that the cost of living in India is lower than the cost of living in this country; so that if you take two men, one drawing double the salary of the other, going to a country where the cost of living is lower than in his own—two men passing the same examination—would you say that the man who goes out to India has a grievance in the abstract?—Not in the abstract, no.

(The witness withdrew.)  
(Adjourned to to-morrow at 10.30 a.m.)

**At 12, Queen Anne's Gate, London, S.W.**

**Thursday, 17th July 1913.**

**SIXTY-FIRST DAY.**

**PRESENT :**

THE RIGHT HON. THE LORD ISLINGTON, G.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.

GOPAL KRISHNA GOKHALE, Esq., C.I.E.

WALTER CULLEY MADGE, Esq., C.I.E.

FRANK GEORGE SLY, Esq., C.S.I.

HERBERT ALBERT LAURENS FISHER, Esq.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

R. F. CHOLMELEY, Esq., M.A., Headmaster, Owen's School, Islington.

*Written answers relating to the Indian Civil Service.*

55,307. It has been suggested that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—I am inclined to think that it should be lowered, so as to secure boys at the normal age for leaving in the highest forms of first-class secondary schools; indeed, I never understood what were the educational reasons for raising it. The adoption of the higher age limit certainly narrowed the field of choice and excludes a number of likely candidates who cannot afford to put off deciding upon their careers until the end of a University course; and in most cases, success in the examination is secured either by subordinating degree work to its requirements or by a period of very exacting cramming immediately after the examination for the degree.

55,308. Supposing the suggestion for lowering the age limits is accepted, what limits would you prefer?—I should prefer 18 to 19 or 19½, so as to ensure that any given candidate had neither less nor more than two chances of success while still at school.

55,309. What would be the character of an open competitive examination designed for boys of school-leaving age? In particular (a) should the examination approximate to the scholarship examinations of Oxford and Cambridge; (b) should the examination contain a number of subjects all optional, the only limitation to the candidates' freedom of choice being contained in the provision that the maximum number of marks, which can be obtained from the subjects chosen, shall not exceed a specified amount; (c) should the examination\* consist of some compulsory and some optional subjects; and (d) should the examination be one in which the options are

classified in groups according to their affinities, and the candidates' liberty of choice is confined to selecting a certain group?—(a) The scholarship examinations of Oxford and Cambridge seem to me too much specialised for this purpose.

(b) An examination permitting entire freedom of choice is apt to lead candidates to concentrate upon those subjects which are easiest to get up for examination purposes, and so to put a premium upon special preparation.

(c) An examination consisting of some compulsory and some optional subjects seems to me the most satisfactory type. I have found that the examination, of which you send me a specimen, for Junior Appointments in the Admiralty, &c., provides a very good test of general ability; and if rather more stress were laid upon a knowledge of English and such intelligence as can be measured by a first-rate General Paper, I should consider that examination well suited to the selection of candidates for the Indian Civil Service.

(d) The limitation of the liberty of choice to groups of allied subjects seems to me unnecessary, but I have no very definite views on this point.

55,310. What regulation would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I find it difficult to suggest any regulation which would absolutely cut out the crammer; but if once an adequate system of school-leaving examinations were established, to include not only an examination suited for boys of 16 but also a higher examination suited for boys of 18, I think that candidates for the Indian Civil Service might be required to have passed the higher examination—perhaps with honours in one or more subjects; and this would, at any rate, ensure that they had followed a satisfactory school course.

55,311. To what extent could a rigorous test of character and a scrutiny of the

\* A specimen of such an examination was enclosed, *vide Appendix X.*

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[continued.]

school record be combined with a competitive examination?—This depends upon two things—the production of evidence from schools, and some organisation analogous to that of the Cambridge Appointments Board, by which that evidence would be correlated and appraised. If, in the first place, the principle now adopted by the Army Council, and to some extent by the General Medical Council, were extended to the Indian Civil Service, and candidates were taken from those schools only which were accepted for the purpose as giving the kind of education likely to produce the desired type of boy and reaching a definable standard of efficiency, the right kind of evidence would be forthcoming; and if, in the second place, there were a special board, or, still better, a special person, in touch with the schools so accepted, and able to correlate the evidence supplied and to see what it meant, the selection of the right kind of candidates would be greatly facilitated; and moreover, the prospect of gaining acceptance for this purpose would provide—as in the case of candidates for the Army and for the Medical profession it has provided—a desirable stimulus to efficiency in the schools.

55,312. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, do you anticipate that an examination, at the age suggested, will be exposed to a danger of this kind, and how would you obviate this, should the case arise?—When a very large number of candidates of much the same attainments and mental power appear for the same examination, it is often difficult to be sure that the result will enable the best to be selected. But the higher the standard of the examination, the less it is liable to this danger; and if some such suggestion as that made in my preceding answer were adopted, I think it would be almost negligible. I do not, however, suggest that a candidate selected at 18 or 19 should be considered definitely accepted for appointment. Part of my objection to the present system is derived from the belief that intending candidates for the Indian Civil Service do not get the full benefit of the training of the Universities; and I should like to see the satisfactory completion of an University

course made compulsory upon candidates who had secured places while still at school, or immediately on leaving school, in the competitive examination. Indeed, I should like further to suggest that the example of the Army Council might with advantage be followed by the giving of a certain proportion of the appointments every year to candidates direct from the Universities; and this would have the additional advantage of providing a means of meeting the desire of Natives of India to continue to secure a share of the appointments—a desire which I have understood to be partly responsible for the raising of the age for competition 20 years ago. If, for example, there were in any given year 30 appointments to be made, it might be arranged that 20 should be offered for competition to boys from accepted schools who had passed a public examination of the type that I have indicated above; five might be given to University candidates, and five to Natives of India. Or 10 might be given to University candidates with a proviso that five of these should be confined to Natives of India who satisfied the required tests.

55,313. Have you any remarks to offer not covered by the above questions?—The question of the best training for selected candidates with a view to the fitting of them for the performance of their duties, is, perhaps, not one upon which I am called upon to pronounce, but I should like to be allowed to observe that some test of administrative capacity and some training in the art of government—such as a young man gets in the first year or so of his life as a schoolmaster—seems to be most necessary. Much may undoubtedly be done by a wise system of selection to secure candidates who shall be not only intellectually brilliant, but competent in the widest sense, and such candidates can be picked at 18 or 19, if their training has been such as to bring out the qualities required; but it seems to me that after their selection it is of the first importance to ensure that their subsequent training shall develop and test those qualities, and consequently guard against the danger of sending out men who may be brilliant failures when confronted with the practical problems which belong especially to the government of other races.

Mr. R. F. CHOLMELEY called and examined.

55,314. (*Chairman.*) You are the headmaster of Owen's School, Islington?—Yes.

55,315. How long have you occupied that position?—Four years and one term.

55,316. What is the size of Owen's School?—Just about 400 boys.

55,317. Are any of them boarders?—No, it is a day school.

55,318. In the written answers that you have been good enough to forward to us I see you favour the lower age for the competitive examination as distinguished from the higher

age?—I think I do on the whole. I find it very difficult to be positive about it, however.

55,319. Your opinion is that the higher age has a narrowing effect on the field of selection?—It certainly has had that effect, I think.

55,320. In what direction do you notice that?—There must be a certain number of boys who cannot take the risk of going to Oxford or Cambridge on the chance of succeeding in the examination between 22 and 24.

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[continued.]

55,321. You mean that parents cannot afford to risk it?—That is so. If they fail in that there is hardly anything for them. I had a rather good example in the case of a younger brother of mine who went up for that purpose, with the result that, being a young man with no particular degree, but with an athletic record, he took up the post of master in a preparatory school, until I hustled him out of it to South Africa. There certainly is that difficulty with an examination that takes men at that age.

55,322. How many of your boys from Owen's School have passed into the Indian Civil Service in recent years?—None; there are just a few who have gone into the First Division of the Home Civil.

55,323. How many have you had entering the Home Civil Service?—Not more than two or three in 10 years. The experience I have had in connection with the Indian Civil Service was when I was assistant master at St. Paul's School; for about three or four years before the age was raised I had a class for the Indian Civil Service.

55,324. Did you pass many boys from St. Paul's School?—Yes, we passed three or four in a year. The best known of them, perhaps, Mr. J. B. Brunyate, was not really a pupil of mine.

55,325. Did you find that at that age those candidates employed crammers before they went up for the examination?—A good many of them did undoubtedly. The crammer always put on a very considerable percentage in mathematics.

55,326. You say you would prefer 18, 19, or 19½ as the age?—Yes. If you do take schoolboys that seems to be a reasonable limit. You give them two chances at the end of their school career.

55,327. Have you found that many boys who have gone up have succeeded in the second attempt after having failed in the first?—Yes.

55,328. Therefore if the examination period was arranged so that only one opportunity was offered it would debar a good many suitable candidates from going in?—I think that would be a pity, because so many things may cause a boy to fail at his first shot.

55,329. What do you regard as a reasonable limit of time between the examinations?—I should have thought six months.

55,330. I notice you say that the Oxford and Cambridge scholarship examinations in your opinion are rather too much specialised?—I ought to modify that perhaps. My difficulty is that if you once accept an Oxford or Cambridge scholarship examination you have to accept scholarships in a considerable number of subjects, and they are not in the least parallel. For instance, the examination for classical scholarships at Trinity, Cambridge, would be as wide an examination as you could want, but then if you accepted that you would have to accept mathematical scholarships and

science scholarships and history scholarships and even modern language scholarships, and they are not in the least parallel as affording evidence of a general education. I was talking that over with an Oxford tutor the other day who was rather in favour of accepting the Oxford scholarship, and I said it would be necessary to accept every kind of scholarship.

55,331. I suppose you would say that an examination could be arranged in such a way as to be typical of the average school teaching?—Yes. I think this examination, of which I have some recent experience, for the Intermediate Civil Service, is a very good type of examination.

55,332. It is a typical examination of the curriculum in the school?—Yes, I think it is.

55,333. You think that if an adequate system of school-leaving examinations were established it would be the most effective method of preventing the boys going to a crammer?—I think it would. I had the same question put to me in connection with the Home Civil Service Inquiry. They asked me whether I meant that no one was to get into the Civil Service who had not been through a secondary school, and I said, Yes, because it seems to me that our education ought to be based upon what is done in the schools, and we ought to see that what is done in the schools fits people for this sort of thing. If you had a really good leaving certificate which the boy could take at the end of his school career, it seems to me you could do a good deal with that as a sort of qualifying examination. I have tried to look at it from two points of view. You want to get a certain type of man, but you want to make it possible for anybody almost to prove that he is that type of man if he can. The problem is something like that presented in getting officers for the Army, except that the Indian Civil Service is a service that pays, whereas the Army does not, and therefore you have far more people wanting to get into it. You also have it complicated by bringing in the Natives of India, and you have not that complication in the Army. I did hint at that point in a later paragraph.

55,334. Would you suggest that such a leaving certificate as you describe could be brought into universal practice, or would you have to allow exceptions, provided some guarantee equivalent to the certificate were given?—I think you would have to allow for that, but if you had a system of leaving certificates you would get a guarantee that the candidate had had the sort of education you wanted, that he had not merely worked up for a competitive examination.

55,335. He would have had to go through his course at a school?—Yes, and if you limited the number of schools you would get a further guarantee.

55,336. You have given us some of your ideas with regard to a test of character. You say it depends upon two things, the production of evidence from schools, and some organisa-

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[continued.]

tion analogous to that of the Cambridge Appointments Board. Are you conversant with that Board?—Not very well; it is really secondhand knowledge. But I know that they do take a great deal of trouble to collate and weigh the evidence, which they get from different schools, and from all sorts of teachers as to the fitness of men for particular appointments.

55,337. You would like to see some Board of that kind instituted before which all candidates would go?—I do not think you can use the school record unless you have such a Board. They must know what the differential value of the records of different schools is.

55,338. You suggest a special Board, but you say there might be a special person in touch with the school. Do you mean by that that you would leave the discretion to an individual?—I believe if you get the right individual that is what it generally comes to. I do not know, but some member of the Commission probably knows what happens in Australia with regard to the selection of people for Government posts there. I believe it is all in the hands of one man, who has to deal with 30,000 people a year.

55,339. Does that meet with general public approval?—The singular fact, if it be a fact, is that it does.

55,340. Assuming that such a Board were instituted, and records were taken, and the records of each candidate were examined, how would you fit in the results with the results of the written examination; would you give marks, or what?—I do not think you could do it with marks, but I should think you could bring it to bear upon a comparison of candidates when you have their marks. For a school record you would want the sort of facts which would show whether a boy had some capacity for managing other boys, whether he was a monitor or prefect, or captain of an Eleven. You could hardly distinguish in marks the value of the captainship of my Eleven at Owen's School, which is really very small and the value of the captainship of the Rugby Eleven.

55,341. So that your proposal really resolves itself into one of pure nomination. You would have the candidates up, and upon their records you would select them?—You would be able to compare.

55,342. But after you had made your comparison you would make your selection?—Yes. I think it is extremely difficult to carry that out.

55,343. I take it that the fact that you put forward this scheme, even though it may not be a practicable one, is because you are impressed with the idea that there should be something other than the intellectual test?—That is so.

55,344. You do not feel satisfied with a purely intellectual test, but would like to see something added to it?—Yes, I think you must, if you are going to make sure. You

are not asking for a purely intellectual person; you are asking for a man who is going to be able to run things.

55,345. The difficulty is to get a scheme which is practicable, which would meet with general approval amongst those concerned, and which would not be subject in any way to the idea that there were undue influences at work?—That is so, and that is one reason why I rather favour the lower age, because I should have thought you might arrange for the candidate, who had been provisionally selected by a competitive examination at school, to go through such a course at the University as would enable you to say at the end of it whether he was the right man. It was done to a certain extent under the old scheme, when the candidate spent two years at the University, and might be thrown out at the end of it.

55,346. I suppose very few were thrown out in those days except for misconduct?—I think they were. I had a cousin who got in about fourth and emerged thirty-eighth, or something of that kind, very much to his own advantage, because he had to take Burma, where there was presently an opportunity for a distinguished career. He was very nearly thrown out, and I think they were thrown out in those days.

55,347. Could you suggest a constitution for a Board such as would meet with general approval, and which would be able to acquire sufficient knowledge, and at the same time remain sufficiently detached and unprejudiced?—I have not thought about that. I do not know how far one is able to consider it, when we are speaking of Universities in terms of other Universities than those of Oxford and Cambridge. Those Universities could find the sort of man.

55,348. But we are assuming for the moment that the age is lowered and that you are dealing with the school boy. Then, I take it, it is the schoolmaster and those who have been over the boy who would be the best judges of his character. He will not have entered the University then?—I should not have my Board there.

55,349. Where would you have your Board?—I should have my Board at some period after he had passed.

55,350. After his probation?—Yes.

55,351. After he had passed his competitive examination and had been at the University for his course of three years?—Then I should have the final decision of the Board. I should have the Board looking after him all the time, on the assumption that it was what he was being trained for, rather analogous to the way in which some of us are attempting to train teachers now. You may have a teacher in training for a certain amount of time, and at the end of the time you might say to him he has made a mistake and will never be a teacher and never be a disciplinarian.

55,352. That is rather different, is it not? What you are suggesting now is a Board con-

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stituted *ad hoc* for watching the candidate through the course?—Yes.

55,353. And I suppose that would mean that the Board would have power to turn him out any time if it found he was useless or not likely to be up to the standard?—That would be only fair to him, because the earlier he is turned out the more chances he would get of something else.

55,354. That is rather a different scheme from the one I understood at first you were suggesting. You would prefer running supervision throughout the period of probation, and not a Board before which all candidates would go at the beginning?—They might go before the Board at the beginning, which would take them on.

55,355. You say: “If there were in any given year 30 appointments to be made it might be arranged that 20 should be offered for competition to boys from accepted schools who had passed a public examination of the type that I have indicated.” That is on the assumption, I suppose, that the age is reduced?—Yes, it is on the assumption that the normal age would be the school age.

55,356. Then you say: “Five might be given to University candidates and five to Natives of India.” I do not quite understand about five being given to University candidates?—I was thinking of the analogy of commissions in the Army, and I was thinking that you might miss a good candidate by lowering the age, that there might be men who had gone up to the University and who afterwards proved that they would be the kind of men you wanted, just in the same way as men go up to the University who afterwards prove the kind of officers wanted in the Army.

55,357. Those would enter the Service later than those who had passed the competitive examination?—They would enter the Service later in a sense, but I imagine they would go out to India more or less at the same time.

55,358. Assuming there was a three years' probation they would be picked at the early stage of the three years' probation?—Yes.

55,359. Would you pick those on some qualifying test?—I do not know how Army candidates are selected. You would have to have some test.

55,360. (*Sir Murray Hammick.*) This suggestion of yours as to a running Board is rather like a suggestion put before us in India by one witness, who suggested that we should select candidates at the school age by pure selection, that there should be a system under which the India Office could place the men under certain people in England for a period, and that the India Office should leave it entirely with the people who had charge of the candidates to say at the end of two years whether they thought they were fit to go out to India or not. That is the kind of idea you have, is it not?—Are you thinking of a considerable number of people?

55,361. Yes, different people?—You would have to select them very carefully.

55,362. But that is the kind of idea you have, that it can be only by a course of careful watching during the two years of probation that you can safely select your men?—Yes.

55,363. Under your scheme, unless you confine your men to two Universities, or at the outside to three, it would be impossible to work the scheme. You might take Oxford and Cambridge and Dublin, but if you began to open your doors to all the Scottish Universities and Manchester, for instance, there would be a difficulty?—I have always felt that difficulty in speaking of Universities.

55,364. As regards your proposal to take men at Oxford, the reason I imagine that it is easy to work this system in connection with the Army is that the competition is very small. There are very few people who care to go in for the Army through the University. But with a Service of this kind, a very popular Service, it would be exceedingly difficult to select five men at Oxford or at any University by any qualifying test. It would come to pure nomination and selection?—You might say that a limited number would be taken who had such-and-such classes in such-and-such schools. The difficulty is that the Indian Civil Service is a popular Service; it is the best career in my opinion that any boy could possibly take of the class I am thinking of.

55,365. Have you had experience of the Service under both ages?—No, not under the older age.

55,366. You cannot give us an opinion under which system the successful special coach mostly came in, the younger age or the present age?—No, I cannot. The development of schools has been such since the age was raised that I do not think you could get a comparison. Certainly it surprised me to find to what an extent the special coach appears to be considered necessary for people who have First Classes at Oxford or Cambridge.

55,367. At the present time?—Yes. But that always will be so when a type of examination gets to be fairly familiar.

55,368. In your approval of this scheme of examination for junior appointments at the Admiralty, have you taken into consideration that the optional subjects do give a great advantage to a man who has spent a year before he goes up in making special preparation for special optional subjects?—Do you mean as distinct from the man who has gone through an ordinary school course?

55,369. The difficulty that occurs to me is that unless you fix a boy down to two subjects, say mathematics and classics, or modern languages and science, and confine the boy's examination to each one of those, and do not let him take up anything else, you cannot possibly help getting in the special coach to help him in the extra subjects that he takes up. You may teach a boy at your school classics and a certain amount of mathematics,

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and then he finds that he can add to those marks considerably by taking up an extra science or two extra sciences, and he is allowed to do so under this scheme of examinations. Does not that at once let in the special coach and give him an enormous advantage?—I do not believe it does. This examination is, as a matter of fact, taken by the best boys in my school. Far too many of them take it.

55,370. And they do not get any special preparation?—No. It is taken by the boy who probably would go to Cambridge if he could afford it, and we do not let them specialise until they get to the top form. It is taken generally by a boy who would go for a mathematical scholarship or a science scholarship, a boy who has been right through the school course in everything else, but has a strong point.

55,371. Do you not think that many boys who go up for this examination get special preparation for it?—I think they do.

55,372. But you do not know whether they are the most successful ones as compared with the schoolboys?—No, but I regard this as an examination that a schoolboy can manage or ought to be able to manage. I have not a very great experience of it, but I have never had a boy whom I considered fit for that examination whom I would not back the school to get in without special preparation. The trouble about the crammer is that he gets a lot of people in who are not fit to go in.

55,373. Instead of your idea of selection after the examination, what would you say to having an open list of candidates, and having a carefully appointed Committee to select the suitable candidates, not on their intellectual merits but on their character as given by their school certificates and on their physical powers, selecting them before the competitive examination, and only allowing the approved candidates to go in for the examination?—That is a sort of extended medical examination?

55,374. More or less, but taking moral character into consideration very carefully?—That is the kind of problem that has been before members of my profession a great deal, and I believe on the whole we are inclined to think that it will be very demoralising to the schoolmaster. You have to take his word for it, and you will get the same sort of thing you have in the Navy now. I believe no sailor will take a discharge from the Navy unless it is couched in the most superlative language possible, and we should get into that condition. You will have to describe every boy in superlatives. It is an extremely difficult thing to make effective.

55,375. A witness yesterday suggested that for 100 vacancies a Committee before the examination might select 200 as suitable on their records and physical characteristics, and let them go up?—If you do that you would have to limit the school record to things

which could be put down on paper and did not depend on anybody's opinion. I distrust opinions.

55,376. (*Mr. Abdur Rahim.*) I understand there have been no boys from your school going into the Indian Civil Service?—Not from my present school, but when I was at St. Paul's School I taught boys for the Indian Civil Service under the old system.

55,377. For how long has there been no one going from Owen's School?—I should doubt if there ever was a candidate.

55,378. Can you give any reasons for that?—The reason is that most of my boys do not come from an adventurous class. They are very largely from what you call the lower middle class, and it is difficult to induce them to do anything adventurous at all. Also the standard is very high. When they do get the chance they choose the Home Civil Service.

55,379. You do not expect that if the age is lowered it will make any difference to your school?—Not once in five years.

55,380. As regards the Board you suggest, if you select by competition, and then have a Board afterwards to decide finally which of them are to be accepted and to reject those the Board consider unfit, there would be some difficulty. We have to select a certain number of men in India for the service. Say there are 50 vacancies, if there is any chance of rejection it will be necessary to select more than are needed?—That is so.

55,381. And then you have to train them at the expense of the State, and if you reject them it is a loss to the candidate and a loss to the State?—Yes. I only presented it as an alternative to something which seems to me less desirable, that is getting in candidates who ultimately become failures.

55,382. I agree that a pure intellectual test is not very conclusive, but at the same time I do not see any way out of the difficulty of combining competitive tests with the power of selection. You must reduce the competitive test to a sort of qualifying test?—Yes, it would be provisional. Surely, even as it is, when a man is selected upon his competitive results it is conceivable that his appointment may not be ratified. Suppose he takes to drink?

55,383. It is conceivable, but in practice it could not be worked. As a matter of fact, there are very few rejections?—I do not think there would be many rejections, but I think it ought to be possible.

55,384. Then your Board of selection will have very little to do?—I hope it would have very little to do, in that sense; but surely it would have a good deal to do in looking after the young men and finding out that they were all right. I do not think I should say a Board had little to do, because it only rejected a few; I should say that a part of its business was to pass the rest.

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55,385. Could not that be assured by ordinary University supervision?—You mean by the ordinary supervision of the University authorities? I should not think so.

55,386. As regards the power of managing other boys, I quite see the necessity of it to a certain extent, but it is possible to exaggerate the importance of that because Civil Servants have to discharge various duties. Some of them are purely judicial officers, and a great part of the Civil Servant's duty is purely judicial, civil or magisterial. For purely judicial work surely it is not a very necessary quality, this quality of managing boys or being captains of cricket teams?—No. I do not want to exaggerate the value of that, but it gives you some indication of a man's power of managing those amongst whom he is.

55,387. Do you mean to say that a Judge in discharging his duties has to bring in any sort of quality like that?—I should have thought it was very important to have some guarantee that he understood what human nature was generally.

55,388. But for that purpose he does not need to be the captain of a cricket team?—The successful captaincy of a cricket team does depend on understanding human nature.

55,389. (*Mr. Madge.*) There is more than one hint in your letter of a strong suspicion of the immaturity of a boy at the school-leaving age, and you put forward a number of suggestions of various kinds. Having regard to the fact that the Commission is considering whether the boy should be selected at the school-leaving age and then be trained specially, do you not think your various suggestions rather tell against than for this scheme?—You mean so far as they suggest that the boy on leaving school is really immature?

55,390. You agree in a kind of way, but then your subtractions from that agreement are so many that to my mind the scheme of early selection is shattered?—I do not think that represents my main opinion about it.

55,391. You would have an early selection, but you have really a number of important suggestions which rather discount early selection?—I think I would have an early selection, but I would see to it that the course followed by the selected candidate helped him to be efficient and helped the authorities to discover that he was efficient for the purpose.

55,392. The scheme considered by the Commission is one of a distinctive choice at the early age, except for gross misconduct afterwards, and then special training. You not only do not accept that fully but you recommend a subdivision of the boys, reserving a certain number for the University. To my mind that is not accepting the scheme we are considering but breaking it up very seriously?—I am not sure that I understand what the scheme you are considering is.

55,393. There is nothing yet, I believe, definite before the Commission, but we are

considering a scheme of early selection with a view to special training at a special Institution or elsewhere, but in a certain sense, you may accept the choice of the boy at the school-leaving age as definitive except for gross misconduct?—I have not had anything of that kind put before me; so that I could not reject a scheme I have never seen or heard of.

55,394. The scheme is not formed. We are considering the various elements that would make it up, and the first of these is selection of the boy at the school-leaving age with the view to special training. Have you had that before you?—No.

55,395. Was it not contained in the questions sent to you?—No. The only suggestion in the questions is that the age should be lowered so as to secure boys at the school-leaving age. So far as I understand what you have just said, it is probably what I should like.

55,396. Probably I am mistaken in supposing that in the questions sent to you the thing was put as fully as it is before my mind. With regard to the competitive system, it seems to me, that all you have told us this morning, taken in conjunction with what you have written, is really an impeachment of the competitive system because of its defect in testing character?—I should not use the word "impeachment" myself, but it is a warning that you cannot get everything out of a competitive system, and that the more you desire to have, not only the kind of man who satisfies certain intellectual standards, but a man of a certain type of character, the less can you be quite sure that you can get him by the competitive system.

55,397. There are so many supplementary precautions which, if put in the balance, quite outweigh the advantages of the competitive system as a test. The competitive system has been adopted on the hypothesis that it is the best way of doing a certain thing. You have so many supplementary precautions with regard to the position of the competitive system, that if you were to weigh those disadvantages against the advantages which are supposed to adhere to the competitive system that would outweigh them, in my mind?—I should not have thought I had suggested so many qualifications.

55,398. You think the secondary schools would give a kind of training that would be equally suitable for employment anywhere. Do you see no great distinction between the work of the Civil Service in India, and the work in this country or elsewhere?—Yes, the greatest difference in the world. If there were not, I should not be troubling about the competitive examination.

55,399. (*Mr. Fisher.*) If we wish to obtain the cleverest public school boys at 19, do you think we ought to weight classics very heavily?—No, I do not think so. You use the word "cleverest," you see.

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55,400. The ablest. Would it be as true now, as it was when the examination was last held at that age, that the ablest boys in the English public schools went in for classics?—It is certainly not so true now.

55,401. Supposing you wished to weight subjects in proportion to the ability which they attract in public schools, in what order would you put them—I suppose classics and mathematics first?—Yes, I suppose you would. I am not sure about science.

55,402. It is quite clear, of course, that if you are going to get the ablest boys by an open competitive examination you must weight your subjects in accordance with attractiveness to the ablest boys. If the ablest boys in the public schools are studying classics, you must give a considerable weight to the classics in your examination?—I am not sure that I see that. If you do that it practically excludes the other boys.

55,403. Not necessarily?—If you weight classics in the examination it means you can get more marks in classics.

55,404. And that makes the examination attractive to the able boys who are studying classics, assuming that classics does attract the greatest amount of ability in the school?—If the classics attract the greatest number of able boys in the school.

55,405. The scale of marks in the examination, when it was last held, was arranged on that principle, that classics and mathematics were marked highly because they did, as a matter of fact, engage the best teaching capacity of the schools and attract the ablest boys in the schools, and therefore an examination which was favourable to classics and mathematics, was likely to give the ablest recruits for the service. I rather wanted to know how far conditions had changed since that date?—I think they have certainly changed and they are changing. I think it is a very good thing that they change. If an examination like this tends to prevent them from changing, it is rather doing a disservice to the cause of education.

55,406. You would be in favour of a liberal marking of science and modern languages in any new system?—Yes; I think that makes it more incumbent on those who draw up any new scheme to see that the compulsory part of it is right, the groundwork.

55,407. What would you put into the compulsory part?—The English and mathematical part, I suppose, such as you have here, for instance, in Class I. for the junior appointments—mathematics, English, and a general paper. I should be entirely in favour of screwing that up, particularly the English part. If you screwed that up to a really good general standard I think you might be very liberal with your options.

55,408. You would discourage a wide range of options?—Yes. You do not want a man to specialise in geology, for instance.

55,409. It has been pointed out by one of our witnesses that, whatever you do at present, modern languages and history will always be easier than classics and mathematics, and that there is a great disadvantage therefore in marking modern languages and history on the same scale as classics and mathematics?—I think there is something in that.

55,410. If an examination was held at the school-leaving age, would you approve a *vivâ voce* examination as part of it?—Certainly.

55,411. You would attach a considerable number of marks to the *vivâ voce*?—I would. I think you get a great deal in the direction of the kind of safeguard I am thinking of by a *vivâ voce* examination.

55,412. What proportion of marks would you allot to it, a sixth?—I have not thought of that, but I think it would be quite reasonable.

55,413. Would you approve some such scheme as this: that after the competitive examination results were known to the examiners the first 100 candidates should be submitted to a *vivâ voce* examination and that the numbers wanted, say 50, should be chosen as the result very largely of the *vivâ voce* examination?—I think that would be a good plan. That is done at many scholarship examinations at Oxford and Cambridge.

55,414. And in the final schools?—Yes.

55,415. Your plan for a certain number of selected University candidates is of course very attractive, because as you say it would enable us to get the finished University product in a limited quantity; but I suppose you would acknowledge there is this objection, that if you chose men at 23 and sent them out to India they would not have had any of the special training in Indian subjects, Law and Oriental languages, which is one of the main motives for lowering the age?—Yes. I think you would have to take your University candidates earlier than that as a matter of fact.

55,416. What age would you suggest?—I do not know what age would permit of their taking the training that is required. I thought of that as an objection. But Oxford University, I think, would be quite prepared to produce a special school for Indian candidates.

55,417. Does your analogy of the training college quite hold good? Is it not the case that in a training college the pupils are actually doing the work which they are required to do in after life, and therefore a supervisor can form a very accurate estimate as to whether they will succeed in their after career; but in the case of Indian probationers, whether at Oxford or Cambridge, learning Sanskrit or Arabic or Law, it is very difficult to say whether the zeal or skill with which they pursue those studies will afford an adequate guarantee that they will make good Civil Servants?—That is the difficulty in a training college. As a matter of fact in a training college the teacher never gets his

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pupils in the natural condition. It is extraordinarily difficult for him to have a guarantee. The best practical training I know of in England for an administration of that sort would be to make the candidate take a year as an assistant master in a first-class preparatory school. If he could not manage that I think you may take it he would not be able to manage anything. But that is not the kind of training a man gets in a training college.

55,418. (*Mr. Sly.*) You have given us your opinion that the examination at the school-leaving age would widen the field of candidates because it would admit certain poorer boys to compete who could not go up to the University. On the other hand, we have been told that the force of that argument is very much weakened by the large number of scholarships now procurable at the Universities, that as a matter of fact a clever boy prevented from going to the University is a very rare exception?—That is so, but my point was not quite the boy who could not afford to go up to the University but the boy who could not afford to go up to the University with a view to the Indian Civil Service, with the prospect of having to look about for something else if he failed in it. It is the risk of waiting until the end of his University career, which is not quite the same thing. For instance, I have to advise boys. I may have half-a-dozen boys in my school at one time who could get scholarships and go up to Cambridge, and I probably advise three of them not to go because I see no prospects for them. I certainly could not as a rule advise a boy to go with a view to getting into the Indian Civil Service unless he had some alternative. That is the kind of limitation I am thinking of.

55,419. We have been told that if a clever boy had to select between the Indian Civil Service and the University scholarships at school-leaving age, there would be a great attraction towards the University scholarships, with their wider opening, perhaps, in after life and their greater chances of big positions, that the Indian Civil Service competition at the school-leaving age would fare badly in attracting the best of the schoolboys, as compared with the possibilities of the University career. What is your opinion on that point?—I think it is very difficult to judge at all, but I should have thought it was less true now than it was 20 years ago. I am judging simply from the run that there is upon the Civil Service generally, and the fact, as I maintain, that the Indian Civil Service is by far the finest career of the lot. I know that people do feel that objection. For instance, you might, by keeping your age 22 to 24, catch the Balliol scholar, but at school you would not catch him because he would prefer the Balliol scholarship.

55,420. We have also been told that the influence of the headmaster of the school would to some extent be against the Indian Civil Service competition, because the clever

boy who goes up for the University scholarship would be much more likely to secure honours' value to the school than if he were taken into the Indian Civil Service?—We have our little immoralities as headmasters.

55,421. You have told us that certain of your boys have gone into the Home Civil Service and none into the Indian, that the attraction of the former is very great at the present time, and you base that largely on the fact that the class from which your pupils are drawn are not, as a rule, of an adventurous nature, willing to go abroad. Has the financial aspect of the case any weight in the selection, the comparative financial advantages of a career in the Home or Indian Civil Service?—I suppose it comes into their consideration. I have very little experience of that, because the number of those who have taken the first division of the Home Service has been very small.

55,422. But can you tell us why they select that in preference to India?—I think it was simply that they wanted to stay at home.

55,423. You have also told us that you think the development of schools has been so great that the danger of cramming which existed 20 years ago, when the examination was held at the school-leaving age, would be much less at the present time. At the present time you believe the schools are in a much more favourable position to compete with the crammer than they were 20 years ago?—I think so. I think the crammer has taught the schools to work in a good many cases.

55,424. At the present time an examination at the school-leaving age would not be so liable to drive boys to the crammers as it was 20 or 30 years ago?—I think you might certainly say that.

55,425. (*Mr. Gokhale.*) You said you had a special class for the Indian Civil Service at St. Paul's in the old days: Did you confine your teaching in that class to subjects prescribed by the Indian Civil Service which were included in the school curriculum or did you go beyond the curriculum?—I went beyond. I taught them logic and political economy, which were not included in the school curriculum. It is true that they never got any marks for them.

55,426. How much time did you give to the special course?—It could hardly be said to be a special course. I suppose you might call it a year's course, because logic and political economy had a course of a year.

55,427. Was that the last year of the student's school career?—Yes.

55,428. And these subjects were added to the subjects he would ordinarily be studying that year?—It was not exactly like that. I was put in charge of these boys, and I took the syllabus of the examination and did the best I could. I think they were generally classical boys who were not up to the level of a scholarship at

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the University, but had rather more general interests.

55,429. Would it be correct to say that you concentrated yourself on subjects likely to be of value in the Indian Civil Service?—Certainly, but it was a very good concentration. The way in which we concentrated ourselves, for instance, in classics was by reading enormous quantities of Homer and that kind of thing.

55,430. But with an eye to the examination?—We felt that it did help in the examination if we read an enormous quantity, so that the examination actually had a good influence upon teaching.

55,431. But the main object was to get most marks?—Certainly.

55,432. If the age is lowered again, probably similar classes will come into existence in many schools?—They might, but the number of appointments is so small that it would not pay more than a few schools to do that.

55,433. But in some schools?—Yes. Take St. Paul's; I do not know whether they would do it now, but if it had been under my late chief, Mr. Walker, that school would.

55,434. You insist on a candidate having two chances for the competitive examination?—I think I should give him two chances.

55,435. What would happen after the first failure in the case of a boy who appears for the Indian Civil Service?—He has a second chance.

55,436. Where will he spend the time between the two?—It would have depended, and did depend in my experience, upon the question of the subjects that he failed in. If he was strong in his literary and classical subjects, but weak in mathematics, the odds are we should say, "You had better go to Wren's; they will put you on 500 marks in mathematics." That is what happened, though not always.

55,437. The period between the first failure and the second chance is almost always certain to be devoted to cramming more or less; the candidate will be asked to work up those subjects particularly in which he failed or those which are likely to pay most?—He will study those subjects in which he is likely to make most progress, but it does not necessarily follow that he will be cramming up his weakest subject. There is the analogy of the Intermediate examination. I have frequently had boys who have failed once and gone up again and got in, and then we have paid particular attention to their weak subjects; but I do not think it would be fair to call it cramming except in so far as any preparation for an examination is cramming.

55,438. I am not sure that I see the difference. You say that in a cramming establishment they take many unfit students, but that is another criticism. In the case of those who pass from the cramming institution, I do not see much difference between the work

they do and the work you do in your special class, between the first failure and the second chance?—I did now and then have an opportunity of comparing what a boy had done who stayed at St. Paul's and what another boy had done who went to the crammer's. The boy who stayed at St. Paul's would make up a bit on all his subjects; the boy who went to the crammer would put on 500 marks in mathematics and stand still or go back in all the others, because they knew that was the subject in which he could put on most marks. I admit that it simply means that they were better men of business than we were; they devoted themselves entirely to the examination, and we could not make up our minds to do so.

55,439. (Mr. Chaubal.) You said the object of the Civil Service Examination was not so much to get a purely intellectual person as to get one who was able to run things. That is the point of view from which you object to a mere competitive examination?—Yes.

55,440. Have you reason to believe, from your experience of the men who have been actually turned out in the competitive examination and have done work in India, that the ordinary civilian who gets through a competitive examination is lacking in the power to run things?—No. I had a very interesting experience in my class at St. Paul's, because I had two boys who were Natives of India. One of them no competitive examination could possibly have kept out; and he attained notoriety afterwards; his name was Ghose. The other boy was of quite a different type and afterwards did very well. No competitive examination could have discriminated between them, or could have kept the one out and let the other in.

55,441. You mean that one would have been thrown out by the Board on account of want of driving power or initiative or originality?—Originality, no.

55,442. At that time when he was under you he did not give any promise of what he was going to be?—I should never have sent him out to assist in governing anybody, and no Board would. He was a person of extraordinary ability. I would have made him a professor.

55,443. My question was generally with respect to all the candidates who now come out successfully in the competitive examination, not Indians alone?—I do not know the persons who come out now. Perhaps it was unfortunate that I should have taken that particular example, because I could have given you the same kind of judgment with regard to my English pupils.

55,444. Have you facts on which you can base the conclusion that the average run of the Civil Servant who passes the competitive examination and does his work in India is beginning to fail in the work, that so many undesirable persons get in through the competitive

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examination that the nature of the examination requires to be changed?—No.

55,445. If the present competitive examination is on the whole giving us a satisfactory class of people, where is the occasion for any change?—I have no facts about India, but I have sufficient experience of the failure of a purely competitive examination to produce that kind of person in England, and sufficient belief that human nature is pretty well the same everywhere, to justify me in doubts about a purely competitive examination. I have perpetually to be choosing persons for work that needs the same sort of qualities, and I know how little you can be quite sure of the result of a competitive examination. I have seen it, for instance, in connection with those who have gone into the Army as officers.

55,446. But we cannot ignore the evidence that those who are in a position to judge about the work of these Civilians say that they are doing their work very well on the whole?—I should think so on the whole, but I should say that if you wanted to secure the highest standard possible you must go a little further than the merely competitive examination.

55,447. (*Sir Theodore Morison.*) Do you think that if the age were reduced the boys in your school and in similar schools would be generally aware of the existence of such a thing as the Indian Civil Service examination?—I think so. It is a thing to which headmasters are very much more alive than they used to be.

55,448. I understood in regard to Scotland that the headmasters, even at the present day, would not be aware of it?—I saw that remark and thought it was very curious.

55,449. Is the same thing true in England?—I do not think so. I should say that the headmasters of schools of the type I mean spend a considerable time in looking out for any conceivable opening; not, mind you, that I think my school would supply many, because I do not think it would.

55,450. If you had capable boys they would not miss the chance from ignorance about it?—No.

55,451. You have suggested, in your written evidence, that there might be a limitation of the schools. You know more than I do about the political influence that can be brought to bear by the National Union of Teachers: do you think they would object to anything of this sort?—I think they probably would.

55,452. Politically, it is a difficult thing to carry out?—It certainly is, and I am not sure that you would not have to make your list of schools so wide that it would not be really very effective. I thought of that after I had made that suggestion. I was thinking of the Army and of the medical profession, for both of which there is much less competition. No one would really mind, for instance, whether my school was accepted for the Army or even for the medical profession.

55,453. But you think that a considerable uproar might arise if you were excluded?—

Yes. I think it would be purely fictitious, because hardly anybody from my school would go in for the Indian Civil Service.

55,454. You have seen the results of the Army examination in choosing boys at that age: Do you think that the test at the school-leaving age is so very much less trustworthy than if you take them at the University-leaving age?—I do not think it is.

55,455. We have been warned that at the school-leaving age the Indian Civil Service will get precocious boys, and that the boy who develops late will not get in, and that it is much more difficult to catch a boy of 18 than a young man of 23?—I suppose it obviously is more difficult, but I should not have thought that it amounted to very much.

55,456. What would you think of the Army examinations for the artillery and the sappers: Have you had any experience of those examinations?—Not of the examinations. I have seen a good many boys who have gone there.

55,457. Prepared for that examination?—I have only prepared them in their junior stages, but I have known them in their later stages a good deal.

55,458. Do you think the choice was very faulty under their circumstances?—I think not.

55,459. (*Lord Ronaldshay.*) At what age do your boys generally leave school?—My top form will be anything from 17 to 19.

55,460. Do many of them go on to a University or do the majority of them go straight into some career?—Very few go to the University, about two or three a year; sometimes as many as five. It depends entirely on their getting scholarships.

55,461. Do you think that would account for the fact that you have had no boys going in for the Indian Civil Service?—Certainly.

55,462. Do you think if the age limit was reduced that that might be altered, and that you might have boys going up for this examination?—I think I might. Before coming here I was looking through my last four Sixth Forms, and possibly I might have had two candidates in the four years whom I should have considered good candidates and whom I should have been confident about if they had gone out, but not more.

55,463. Generally speaking, the class from which your boys are drawn do not care for taking up appointments which necessitate going abroad?—That is so.

55,464. So that really it is not very probable, even if the age limit were reduced, that we should expect to see many boys going up from your school or schools of a corresponding standing?—I think you would not. If it were still in conjunction with the Home Civil Service you would have a lot of people going in.

55,465. If the age limit were reduced it would not be?—That is so. I should endeavour

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to encourage some of them to go in, who would not do it otherwise.

55,466. If these boys really are averse to the idea of an adventurous life you would not

really consider them suitable people?—It might be they had not thought about it.

(The witness withdrew.)

FRANK FLETCHER, Esq., M.A., Headmaster, Charterhouse School.

*Written answers relating to the Indian Civil Service.*

55,467. It has been suggested that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—It is most undesirable that the age should be lowered as suggested. I was at Oxford at the time of the last important alteration of age, when the time of the examination was changed from the school-leaving age to the age when men go down from the University. Contemporaries of mine at school were successful candidates under the old system; contemporaries of mine at college were successful under the present one; I was also up at college with men who had passed under the old system and were up for their two years before going to India. I say with confidence that the men obtained under the present system were intellectually abler and far better educated than those who passed under the old. I saw at school that the old system encouraged and even necessitated "cramming." The present arrangement involves the minimum of interference with a full and free school and University education. Whether a man succeed or fail in the Civil Service Examinations, he is the better man for having taken the full course. I would infinitely rather (if it were possible) see the age raised than lowered. I should regard the lowering of the age as an evil. But if it is a necessary evil, I think the methods which I suggest are the best means of mitigating it. It is worth noting also that under the present system the country gets the advantage of a full education which it has not paid for.

55,468. Supposing the suggestion for lowering the age limits is accepted, what limits would you prefer?—There may be objections to the present system from the point of view of the Service more obvious to those who know India, which I am not in a position to estimate. If these are strong enough to make a lowering of the age necessary, I accept as the only alternative the school-leaving age as suggested. It is essential that the examination should come at the end, and not in the middle, of one of the stages of the educational course. The limits of age should be as nearly as possible those of college scholarship examinations. I should suggest "under 19 and not under 18" on the 1st January previous to the examination" (I presume that this would be held in one of the summer months, or not later than September).

55,469. What would be the character of an open competitive examination designed for boys of school-leaving age? In particular,

(a) should the examination approximate to the scholarship examinations of Oxford and Cambridge; (b) should the examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks, which can be obtained from the subjects chosen, shall not exceed a specified amount; (c) should the examination\* consist of some compulsory and some optional subjects; and (d) should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—(a) Emphatically, Yes. The only competitive examinations known to me which do not encourage cramming are those for Oxford and Cambridge scholarships. But it will be difficult, in any government examination, to reproduce the best features of these. No examination where a rigid number of marks has to be followed can be as effective in selecting intellectual promise as one where the examiners have a personal interest in distinguishing promise from crammed knowledge, and some latitude of choice.

(b) If the college examinations are to be followed, care must be taken to secure that the boy who has concentrated on attaining excellence in some one line (classics, history, mathematics, science) after reaching a reasonable level in other subjects shall not be at a disadvantage compared with the boy of mediocre results in several subjects: "Jack of all trades and master of none." It is a characteristic principle of English school education, which is being more and more recognised, that after a certain stage the best boys shall aim at distinction in their best subject, whatever it is—a superstructure of specialisation built on a foundation of general education. It is desirable that the foundation should, as far as possible, be assured in the higher examinations, and only the superstructure tested.

This might be attained by either—

(1) Requiring every candidate for the competitive examination to have previously taken a "School Certificate" (such as boys of 17 take from the Fifths of a public school), or—

(2) Allowing the possession of such a school certificate to count as (say) 2,000 marks in the competitive examination. The good boy, whose educational foundations were well and truly laid, would then be free during his last two or three years at school to develop his best subject or subjects.

(c) and (d) My answer to these is already partially given. I should like to see some attempt at the course suggested in (d); but,

\* A specimen of such an examination was enclosed, *vide Appendix X.*

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on the whole, I think a scheme of marks suggested in the specimen schedule, with certain modifications, would meet the case. The chief modification that I urge is the omission of mathematics : I. from Class I. and the corresponding reduction of the possible total to 13,000. For the same reason, that the candidates ought by this time to have passed out of the preliminary stages, a *précis* should not form part of the English.

N.B.—It is most important that in the marking of the papers every encouragement should be given to boys who take their subjects from Class III.

55,470. What regulation would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—This question touches the fundamental difficulty of the whole scheme. There are two things to be guarded against:—

(a) Special “cramming” or coaching within the school, which deprives a boy of the advantages of a regular educational course.

(b) The “cramming” or coaching establishment, which deprives him of the advantages of regular school life.

(a) The first is a real danger, though less important than the second. It can only with great difficulty be avoided. For I know of no kind of examination where the results are rigidly determined by marks, with no latitude for the personal judgment of the examining body, in which the “crammed” boy will not score against the normally (and better) educated one. I can only suggest (a) that the school record be taken into account. (b) That inspection from the Universities or Board of Education might be called in to guarantee that the regular school course was followed.

(b) If the Government definitely desire, as I believe they do, that candidates should come straight from school, they ought to take their courage in both their hands and say so. It

should be a condition of entry for the examination that candidates must enter direct from one of the recognised secondary schools of the country. I would have the description extended so as to cover every *bonâ fide* school. But it is no use trying to exclude the “crammer” by indirect methods; the Government must say definitely what they want, and insist on it.

55,471. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?—I am very doubtful about this. I can only suggest that the final selection of the candidates should be made by a central Board, who should interview the candidates after receiving and comparing the reports from the examiners and the records sent in by the headmasters. But it would be difficult to convince the public that the judgment of such a Board was fair and unbiased by personal considerations. It would be a violent change from the openness and rigidity of the present system, by which the actual marks of the candidates are published. Nevertheless I believe it would be a great improvement.

55,472. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, do you anticipate that an examination, at the age suggested, will be exposed to a danger of this kind, and how would you obviate this, should the case arise?—Unquestionably the number of candidates affects adversely the value of an examination. Every schoolmaster knows that a college like Balliol, examining 30 to 40 candidates only for their scholarships, are a far more accurate examining body than the big groups of colleges at both Oxford and Cambridge, which have often 100 or more candidates to deal with. But unless the system suggested in my last answer of an independent Board of selectors be adopted, I can suggest no remedy.

## MR. FRANK FLETCHER called and examined.

55,473. (Chairman.) You are the Headmaster of Charterhouse?—Yes.

55,474. Can you tell us how many boys of recent years have passed into the Indian Civil Service from Charterhouse?—I have not been there long enough to tell you, but I should think an average of probably two to four a year.

55,475. There are always boys going up each year?—Yes.

55,476. Boys who have made up their minds to go into the Indian Civil Service before they leave the school?—Perhaps I ought to correct that. I should have said for the Civil Service. I could not differentiate between the Indian Civil Service and the Home Civil Service. The numbers would be fewer for the Indian Civil Service.

55,477. Your three or four a year are for both Services?—Yes. There are more candidates than that. There are always a certain number of boys who wish to go in who are perfectly hopeless candidates, almost invariably some boy at the bottom of the school.

55,478. He does not even try?—No; it would be absurd for him to try.

55,479. You do not know how many have chosen the Indian Civil Service from those who have been successful from Charterhouse?—I could not tell you. I am afraid the tendency is to choose the Home Service, except on the part of boys who have special connections with India.

55,480. I notice you express objection to the idea of reducing the age of the competitive examination?—I do.

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55,481. I gather you would like to see the age raised beyond that which it is now, 22 to 24?—I do not think that is practical politics. I only wish to interfere with it as little as possible.

55,482. You put it in to emphasise your objection to the reduction?—I wish to emphasise the desirability of the least possible interference with the full course of education.

55,483. Your main objection apparently is that an undue amount of cramming would take place?—I think that the earlier you begin to cram the more dangerous cramming is, and the earlier the competitive examination the harder it is to avoid cramming.

55,484. I suppose, as a matter of fact, there is cramming for all examinations, is there not?—I should think there was the minimum of cramming for the University Scholarships Examinations.

55,485. If you had a competitive examination framed upon the University Scholarship basis, your objection to that extent would be removed?—Yes, but I am not sure that we can possibly do it, for reasons I have given in my written answers. In the case of the University Scholarship Examination the electors, who also examine, are people who are personally interested in selecting intellectual promise and are not bound down by any system of marks. They take the boys who they think, from their personal observation and as the result of the examination, are the most promising boys. They allow for promise, and use their own personal judgment in the matter. That is a very different thing from any competitive examination on a public scale that I know of.

55,486. You do not think that selection on the basis of promise could be introduced in a competitive examination?—Not if you are going to publish the results.

55,487. I mean by a skilled examiner?—I do not know whether it could or not; it depends on what freedom of choice you are going to allow to the examiners.

55,488. You are anxious to see an examination which will test the good, average, all-round boy, and will at the same time not preclude the boy who shows an exceptional aptitude in one subject?—I should have put the emphasis the other way; I should have emphasised the second more than the first.

55,489. You say that after a certain stage the best boys should aim at distinction in their best subject. When would you say that stage is reached?—With the best boys about 17 or perhaps 16. The good boys would be about 17.

55,490. In order to avoid, as far as possible, the crammer, and to get the very best test, you make certain suggestions. You say that every candidate for the competitive examination should have previously taken a school certificate such as boys of 17 take from the Fifths of a public school. Do you mean

by that the ordinary examination at the end of the term?—It is the examination of the Universities common to the different schools.

55,491. Is that universal in the schools now?—No, but it is getting more and more general.

55,492. Are the majority of the bigger public schools taking to it?—Yes.

55,493. It is increasing every year?—Yes, and the Board of Education are moving in the same direction in their own schools.

55,494. You would allow the marks of that examination to count in the competitive examination?—I want to avoid keeping the boy going over and over again ground which is uncongenial to him, and in which he is not going to get any further, because he has to keep up a particular subject for the sake of getting marks in an examination at 19. I think it is highly desirable that the mathematician should have passed through a certain training in Latin, but it may be undesirable that he should keep up his Latin till 19. It is highly desirable the classical boys should have some mathematical grounding, but it is not desirable they should be going on with elementary arithmetical processes after 16 or 17.

55,495. You want to clear the ground at the early stages of their career?—Yes, and that is what, in practice, is done now.

55,496. There would not be any practical difficulty in the way of that, assuming that this certificate was universal among schools?—In the way of counting it as so many marks? I do not see any practical difficulty. The practical difficulty might be that different Universities would have different standards.

55,497. That is the case now, is it not?—Yes. We are principally concerned with the Oxford and Cambridge School Certificate. I do not know very much about the others, but the London Matriculation would correspond to it in some ways.

55,498. That is a difficulty which might be got over by confining it to a certificate from certain Universities, a common certificate?—In practice, of course, various professions lay down which school certificate they will accept in lieu of their elementary examinations.

55,499. Which Universities do your boys go to chiefly?—They go mostly to Oxford or Cambridge.

55,500. You are afraid, of course, not only of cramming outside, but that cramming might take place within the school itself?—Certainly.

55,501. To the extent that if you could get an examination on the lines of the University Scholarship you can diminish that danger?—Yes.

55,502. You would like to see it definitely laid down that the condition of entry for an examination should be that candidates had been at secondary schools?—That they came direct from secondary schools.

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55,503. I suppose you would make exceptions. You would not exclude boys if they could have a corresponding qualification who had not been to an English secondary school?—You asked me what regulation I should suggest so as to be sure that they had not been prepared by a crammer.

55,504. That is so, and you suggest that it should be laid down quite clearly that they should be confined to the boys from the secondary schools?—Yes. That seems to me to spread the net sufficiently wide.

55,505. It spreads it wide enough in England, but there are cases of boys who have their education elsewhere?—Yes.

55,506. You would like to see some form of selection, but do you realise the difficulties of it?—I realise the tremendous difficulties of it, although I should like to see it very much. I should like to see the principle which has been applied to the Navy attempted for the Indian Civil Service.

55,507. Which would you like to see, a scheme of selection prior to the examination, or one of continued supervision subsequent to the open competitive examination amongst successful candidates who are going through their probationary course?—I think the second would be a very unsatisfactory one because no one would know when he was safe. There would be such an element of uncertainty that it would certainly deter people.

55,508. You see grave objection to any suggestion of that character?—I see comparative objection to it. I would rather have that than nothing.

55,509. (*Lord Ronaldshay.*) With regard to your deep-rooted objections to the lowering of the age of the examination, a general education is not sufficient to equip a man for his career in India, because he must have some knowledge of special subjects like Law and Indian languages, which do not find any place in a general course of education in this country. That being so, I do not quite see how you are to give them an adequate equipment in these special subjects unless you have a test as to their general education fairly young in their lives. Have you any suggestion to offer, assuming that the age limit were not reduced, for getting over that difficulty?—I do not know how far it is a practical difficulty.

55,510. One of the chief reasons why there is now a demand for the reduction of the age limit for the examination is that men going out to India at the present time are found not to possess sufficient knowledge of Law and Indian languages. It is said that they should have a longer special training after their examination, before going out to India, that the one year which they now get is inadequate?—That seems to me to be a vital point; if that is so I do not think I can make any suggestion. As I said, there may be reasons connected with the working which make the

change necessary, and of that I am not able to judge.

55,511. Your objection is based solely upon the effect which it would be likely to have upon schools?—Partly on a strong educational objection, and partly with the desire that the Indian Civil Service should have as far as possible a fair proportion of our best boys. I do not think that the lowering of the age would give you the best boys.

55,512. (*Sir Theodore Morison.*) Supposing the age has to be lowered, do I understand that you would be satisfied with the examination for junior appointments in the Admiralty, of which we sent you a copy\* as a basis of discussion?—So far as it is possible to judge by a schedule of an examination. I should certainly cavil at certain things.

55,513. You accept it rather on the understanding that there is to be a school certificate which is not yet universal?—Not necessarily a school certificate but something which would eliminate the elementary subjects from this examination.

55,514. I understand the peculiarity of this particular thing is that you must take the compulsory subjects but you need not necessarily get any marks in them; you might have an absolute duffer in mathematics who would be obliged to go in for the mathematical paper, but he would not be disqualified if he got nothing?—Still, he cannot go in for a subject without counting it towards the 15,000 marks.

55,515. Supposing you had a classical boy, a very good linguist, I understand he might take in the third class Latin and Greek, which gives him 8,000, and French in the second class, which would make 10,000. If he is very, very good in that, the fact that he has not got 2,000 in mathematics in Class I. will not knock him out of the examination at all. He might stand very high?—He can only take 10,000.

55,516. He can only take 10,000 in Classes II. and III. Therefore, the boy from an English public school will take, no doubt, Latin and Greek, and on that get 8,000, probably as a maximum. He will then look about for some subject in which he can get 2,000, and I suggest he may take French or German or History, and that will give him 10,000. He might possibly get something in the English and general paper?—He certainly will do, if he is a good boy; he will get high marks in that.

55,517. Will he get high marks in English in a public school nowadays?—He ought to. That is what the boy is examined in in the University scholarship examinations. If English means English literature the boy who gets a classical scholarship at the University will get high marks, otherwise he would not be taken at any good college at Oxford.

\* *Vide Appendix X.*

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[continued.]

55,518. That makes it all the more possible for him to get a duck in mathematics?—You are cutting him out of history. He cannot take both history and French.

55,519. But he make take French in Class III. and history in Part II.?—I am thinking of a good Sixth form boy.

55,520. I want to find out whether the examination will satisfy your curriculum and get the best boy in the school?—A normal Sixth form boy now would be doing Latin and Greek up to a high standard, French up to a lower standard, and history, and he might be doing some German.

55,521. Would you like the options extended?—At the present moment mathematics excludes history, which I believe to be a more valuable subject for his education at that stage.

55,522. You mean to say there are 2,000 marks assigned to mathematics, and if greater choice were given he would supplement it by English history?—He could get high marks in English history probably if he were a literary boy, and he would be making progress in his English history; whereas his work in mathematics would be unprogressive and I think uneducational at that stage.

55,523. I recognise that, but one has to recognise the possibility that this school certificate will not be so general that we could insist upon it. I understand there is something being evolved by the Board of Education at present, but I have no information as to how far it is going to be extended?—It is fairly universal now, because you must remember that the school certificate or corresponding examination is necessary for admission to any University.

55,524. Do not the Universities hold their own matriculation?—Yes, but matriculation is a corresponding examination.

55,525. Do boys actually take matriculation at school?—They take the London matriculation at school, which is about the same standard.

55,526. Is it actually taken in the secondary schools of the London County Council in the middle of the school work, or only if a boy intends to go up to London?—Some schools take it as a test of their work and some schools take it for a boy who wants to go to London.

55,527. You cannot assume that the matriculation of any University is part of the school work, that every school will be able to produce a test of this kind as being part of the normal school curriculum?—I think nearly every school does. I believe you will find the Board of Education will bring it into all the schools under their control.

55,528. Do you think that will be established in the course of the next two years?—So far established that no school will have any difficulty in taking some kind of examination of that sort.

55,529. So that you think we might lay it down as a condition without inflicting any hardship on any school?—I should think so.

55,530. Is that true particularly of all the old public schools, Eton and Harrow, for instance?—Eton, Harrow, Charterhouse, Winchester, I should say, were all working together more or less in the matter. We have been more or less side by side in the conference.

55,531. (*Chairman.*) You say that all the recognised public schools as distinguished from the secondary schools have this certificate now?—They either have it or are taking it. Charterhouse is taking it this year for the first time; Winchester has taken it for several years; Harrow has been taking it for a year or two; Eton has been making it a condition of admission to their first 100 during a half-year or so. Rugby are about to take it, I believe, but they have not hitherto taken it.

55,532. (*Sir Theodore Morison.*) So that within the next year or two it will be pretty generally established among public schools?—Yes. The University of Oxford is moving towards making it the only admission to the colleges, to take the place of Smalls.

55,533. If that were done you would like Class I. in this to be eliminated? The point of Class I. in this examination is merely to ensure that there shall be some general knowledge and that a student who has not got it shall be penalised, although he is not excluded from the examination?—Yes. A boy may very easily have general knowledge, may have passed through the requisite amount of training, for instance, in mathematics, and yet not be able to produce satisfactory results unless he is crammed. You can cram a boy up to take marks in a subject not congenial to him.

55,534. Where the school certificate exists you think Class I. might be knocked out?—I think it might. I should like to see English recognised. I do not want to eliminate English, as I regard that as common to everything.

55,535. It would mean that you would knock out mathematics?—I should not put mathematics there, any more than I should put Greek there.

55,536. Would you put in Class II.?—Yes.

55,537. (*Mr. Gokhale.*) I should like to know a little more about this school certificate. Who gives this certificate?—The Joint Board of Oxford and Cambridge.

55,538. Would it be recognised by other Universities?—It is recognised by other Universities, and there is a certain interchange of certificates. You will find a list of exemptions to which a boy is entitled if he has taken this school certificate. It includes various examinations for the professions and the London University, and any University really.

55,539. (*Sir Theodore Morison.*) Does the Glasgow University carry with it the same?—Oxford will accept certain outside University

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examinations, but I do not quite know to what extent.

55,540. (Mr. Gokhale.) What does the certificate contain? — It contains the fact that the boy has passed in one branch of mathematics, in English (*précis* and essay), and in three other subjects. For Oxford he would have to take Latin and Greek at present, but there is a considerable choice of other subjects. The two things which are compulsory are the two you have put down in the First Class, Elementary Mathematics and English.

55,541. Is there anything about his character in the certificate? — A boy is required to have a certificate of character which is in the ordinary form.

55,542. Is it your idea that the possession of this certificate should entitle every candidate to 2,000 marks? Are there to be differences made between one certificate and another? — No. I want to avoid competition in elementary subjects.

55,543. That means really that the possession of the certificate is all you insist on, whether it is 2,000 or anything — it will be common to all candidates? — That I should like to see.

55,544. Therefore the number of marks need not necessarily enter into the calculation? — No.

55,545. You fully recognise the possibility of cramming, even in schools? — Very much so.

55,546. You say the evil would be only less serious than that at a professional crammer's? — Less serious.

55,547. To what extent do you consider it possible to eliminate this danger altogether in schools? Do you think it is possible to eliminate it altogether or to any considerable extent? — I do not see how you can.

55,548. So that it is bound more or less to exist? — It seems to me to be bound up with an examination of the type which apparently you will require, unless you can exercise some principle of selection as well as competitive examination.

55,549. (Mr. Sly.) When the open competitive examination for the Indian Civil Service was held at the school-leaving age, about 25 years ago, Charterhouse passed a certain number of successful candidates. Can you tell us whether they went through any special instruction at that time? — I cannot tell you anything about Charterhouse 25 years ago; I was a boy at school myself.

55,550. Do you think it important that if this examination is introduced at the school-leaving age there should be definitely two chances, that the age limit should be fixed to give definitely two chances to the candidate or only one chance? — I do not like the two chances, but I see the argument in favour.

55,551. Do you think the field of candidates would be largely restricted if only one chance was given? — No, I do not think it would restrict the field of candidates.

55,552. Can you give us any opinion of the class of candidates that would be attracted from Charterhouse and that class of public school by such an examination at the school-leaving age, when it would come in competition with the attractions of a University career? Would the best boys be attracted or would they decline to go up for it? — I think you would lose a considerable number of the best boys.

55,553. In spite of the fact that the successful candidate would have an assured career in life and a subsidised course of three years' instruction at the University? — You get all those now, and I do not see how you would get anything more than you get now. You would lose anyone who really wanted the attractions of a University career, and you would lose all who thought they had a chance of the Home Civil Service.

55,554. But many parents might think it desirable that if their boy had a chance in the Indian Civil Service at the age of 18-19 years, he should take that chance, and not go in for the more risky course of going up to the University with the possibility of meeting with less success than is anticipated, and the difficulty of no certain career at the end of that course? — That is so.

55,555. The certainty of an assured career in life at the age of 18 or 19 would surely be a considerable attraction to some parents? — That applies to the Army now.

55,556. Except that the Army is not a well-paid profession? — Woolwich is. The best boys in the school do not go in for the Army.

55,557. Do they go in for Woolwich? — No. The best boys in the school go up to the University.

55,558. Can you give us any idea from your experience of the comparative attractions of the Home Civil Service and the Indian Civil Service? — It seems to me that the boys tend to prefer the Home Civil Service if they can get a high place in it.

55,559. What are the considerations that enter into that choice? — I think in a great many cases the parent does not want the boy to go out to India. There are certain Indian families who set their heart on India from the start.

55,560. Has it anything to do with the pay and prospects of the Indian Civil Service? — I do not think so.

55,561. (Mr. Fisher.) We were told in India that under the existing system the Indian Civil Service only attracted the second class of University men and has failed to attract the flower of the University, but that under the old system, when boys came up at 19, a considerable number of exceptionally brilliant boys went into the Service who, under the present system, would not go into the Service because they would get Fellowships at the University. Is there anything in that? — I should not have thought so, but it is

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very difficult to judge. Certainly it was not so, as far as I can remember, in my own generation.

55,562. I suppose you will admit that under the existing system the very best men at the Universities will not now elect for the Indian Civil Service, but take the Home Civil Service?—I suppose the very best do, but I would say very nearly the best.

55,563. Do you not think it is quite possible there may be every year a certain number of exceptionally brilliant boys who would be attracted by the certainty of the Indian Civil Service, and who, if they went up to the University and had the ordinary University career, would not think of it at the end of that career?—I think the exceptionally brilliant boy intellectually does tend to look to the University for the beginning of his career; the boy who is up to the Fellowship standard has so much to fall back upon; he can get a Fellowship and he has also the Bar.

55,564. You do not think there is any very great weight in that?—No. I certainly know that the Indian Civil Service, under the present system, has diverted a very large number of promising schoolmasters and made it more difficult to get assistant masters of the best kind.

55,565. You have given an opinion that if the examination were held at the school-leaving age it is very important it should be an examination for promise rather than performance?—Yes.

55,566. On the lines of the Oxford and Cambridge scholarship examinations?—Yes.

55,567. Do you think to secure that end it is important to have a *vivâ voce* as a part of the examination?—I think it is very desirable.

55,567A. Do you mean by that that you are going to give marks for the *vivâ voce*, or that having seen all the candidates you are going to have a *vivâ voce*, and let the *vivâ voce* decide ultimately whom you will take?—The second is more desirable if you can do it.

55,568. But the first is better than nothing?—I should think so, but how are you going to estimate in marks at *vivâ voce*? It is very difficult.

55,569. Still it is to some extent done in the honours school, is it not?—Having seen a man's papers, they ask him questions and give him a chance of explaining anything.

55,570. It is a very considerable test?—Yes. When there is a doubt you let it decide. I think it is better than nothing.

55,571. Do you think it is desirable that the examiners in some subjects, say classics, should have opportunities of personal conference?—I should think it very desirable.

55,572. You would admit that it is a great drawback they have not that power at present?—I think it is one of the things that differentiates it very much from the University scholarship examinations.

55,573. Do you think if there was an adequate *vivâ voce* examination introduced

into this examination for the Indian Service, and also a practice of personal conference between the examiners, it would very much improve the examination?—I think it would very much improve it.

55,574. I understand your view is that it is also very important that boys should be able to drop the more or less elementary subjects which lie outside the particular subjects upon which it is desirable for them to specialise, but at the same time it is also desirable the Civil Service Commissioners should have a guarantee that those subjects have been studied up to a certain point?—Yes.

55,575. I suppose, therefore, your object could be met if in the Civil Service Examination there was a certain number of papers of an elementary character from which the possessors of a certificate could be exempt?—Yes, that would come to the same thing.

55,576. That would meet any difficulty which might arise from certain schools not going in for the certificate?—Yes.

55,577. (*Sir Theodore Morison.*) How would you mark those?—You would not mark them.

55,578. They would be qualifying?—Yes.

55,579. They would have to pass?—Yes.

55,580. (*Mr. Fisher.*) That would meet your views?—Yes.

55,581. Have you any other suggestions with regard to this examination, if it should be decided to hold such an examination at 19, so as to make it more satisfactory from the educational standpoint?—From the educational standpoint I should like to see the marks given to the subjects differentiated more according to the difficulty and the length of the course involved by the subject. I do not see how you are to make a training in French in any way educational in comparison with a training in Greek, which is what you are doing at present.

55,582. Would you propose to mark Greek higher than Latin?—No. I should put Greek and Latin on a par, if anything Latin higher than Greek because it is a longer course.

55,583. Would you be disposed to mark French and German equally or would you differentiate there?—French is much more universal, and German is in some ways harder. I do not think I should differentiate them.

55,584. How would you mark history in reference to Latin?—Are you including in Latin Roman history?

55,585. I presume you would?—Because if not, you have certainly left classical history very much in the cold, and for any Imperial training that seems to me unfortunate.

55,586. Am I to understand that you would like a general English paper and an essay paper of the scholarship type to come within the Indian Civil Service examination?—Yes.

55,587. Would you have any further suggestions to make to us on that?—I should like to press the point with regard to classical.

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history. If you include Greek and Roman history in Greek and Latin, you have in each a subject which is out of all measure larger than any French or German you can possibly invent. It is as 6,000 to 4,000 or 6,000 to 3,000.

55,588. Would you have papers in Latin or Greek verse?—Yes.

55,589. Would you mark them less than Latin and Greek prose?—You might have an alternative for them possibly, but I should certainly think it would be a pity, if you want the best candidates, that you should exclude them.

55,590. (*Mr. Madge.*) In giving us your opinion against the reduction of the age, have you had in mind the fact that ordinarily a boy at school has such an immature judgment that he is not ordinarily qualified to pronounce definitely as to what his future career should be, and also that in a certain number of cases the promise of early life is not realised in later life?—I should agree to those, but I do not think I have thought of them particularly.

55,591. You say: “If the Government definitely desire, as I believe they do, that candidates should come straight from school, they ought to take their courage in both their hands and say so.” I do not know on what this belief is founded, because so far as I am aware the Government have made no such decision yet, but are awaiting the report of this Commission. Therefore any opinion which you give here need not be foreshadowed by any belief of that kind. It should be based frankly on what you really think is desirable?—I think it would be most undesirable that boys should be encouraged to go to crammers. I only see one way in which that can be avoided and that is by a definite pronouncement refusing to accept boys from crammers.

55,592. You also say: “It is a characteristic principle of English school education, which is being more and more recognised, that after a certain stage the best boys shall aim at distinction in their best subject, whatever it is—a superstructure of specialisation built on a foundation of general education.” It has been correctly stated that there is an opinion that the Indian Civil Servant is not sufficiently qualified in Law, but there are also equally strong opinions that the special qualifications can be secured within a much shorter period than two years. There was also another opinion, that the Indian Civilian has quite as much legal training as is needed for the peculiar services of India. Do you think it is impossible to give this specialisation that is needed at the later age if the competition was held at the later age?—You use specialisation in two different senses. I was talking of specialisation in educational subjects in school and you are talking about specialisation of technical subjects.

55,593. You say further: “I can only suggest that the final selection of the candidates should be made by a central Board.”

That is the principle of selection. Is not this a fundamental objection to the system of competition? I do not mean that competition should be done away with, but that there is a very serious difficulty with the final decision being based entirely upon competition, and that it is very desirable to find tests of character apart from pure competition?—I mean that. Tests of practical ability, I should say.

55,594. For the special work that lies before the candidate?—Yes.

55,595. (*Mr. Abdur Rahim.*) I should like to understand something more with regard to this examination for promise as differentiated from performance. Do you mean by promise merely intellectual promise or promise of administrative power?—I mean intellectual promise, which was the phrase used in the questions sent to me, but I should be inclined to include the other also. Intellectual promise was what I was speaking about at the moment.

55,596. If there is a proper examination, surely in judging the value of the answers you take into account the amount of intelligence the candidate has brought to bear upon the questions?—That must depend a great deal upon the instructions sent out to the examiners and the extent to which they are personally interested in producing a result independent of the marks. I imagine that the examiner who has a vast number of papers in one subject only to look after, and is not really ultimately interested in the general result, but only in producing marks for that special paper, is liable to ignore promise much more than the Dons of a college who would take the papers and say, “Let us see who are the best, and see whom it will be best to bring up to our college with scholarships for the next four years.”

55,597. Is there any substantial line to be drawn from a proper examination on the actual answers given to definite questions, and as to promise?—I should think a considerable difference.

55,598. You would like also to examine for administrative qualities?—I do not think you could test that by a competitive examination.

55,599. So far as that is concerned, examiners would certainly not be in a better position than, for instance, the officials responsible for the work of the country?—They would be in a less good position.

55,600. Is it your experience that there is a certain amount of cramming in all examinations, even at the present day?—Most examinations.

55,601. Do you say that there is more in competitive examinations than in the ordinary examinations for an Honours degree?—Yes.

55,602. Whether the examination is held at an earlier or maturer age?—I think so.

55,603. (*Sir Murray Hammick.*) Would not the *viva voce* lengthen out an examination immensely if you had 250 candidates?—I am afraid it would.

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55,604. Would it not be a very serious strain on boys of 18 and 19 to have an examination of that length?—I do not see how it would lengthen it for the candidates; it would lengthen it for the examiners.

55,605. I was thinking of the effect of an examination of that sort where, as happened in my case, you had a paper in classics and you had to wait a fortnight before going up for the *vivâ voce*?—I did not imagine you were going to have a *vivâ voce* on any one paper, but on general intelligence.

55,606. You do not mean to have a *vivâ voce* for each subject?—No.

55,607. When I went in for the Indian examination we had a *vivâ voce* in each paper. If you had a *vivâ voce* after you had selected the candidates on their papers, would you mark that *vivâ voce* or simply make your list without marks? If you had 50 vacancies and 80 men came up to the standard on their papers, and you had a *vivâ voce* to place them, would you give marks or simply place

them on opinion?—If I were a free agent I would place them simply on opinion. I should take the results of the examination and take the boys individually and examine them orally and make up my mind, taking into account both the interview and the examination results, which were the 50 best boys.

55,608. That would be quite easy in the Greats examination at Oxford where you have classes, but where you have to put men in order it would be rather difficult?—I think it would. The examination would have great weight, of course. I think the greater difficulty would be that you would have to justify your results to the public.

55,609. With regard to Charterhouse, is it the case now that you are getting more boys from the council schools owing to their obtaining scholarships?—No, they never come to Charterhouse.

55,610. The scholarships are all given to preparatory schools?—Yes.

(The witness withdrew.)

Dr. J. E. KING, D.LITT., Headmaster, Clifton College, Bristol.

*Written answers relating to the Indian Civil Service.*

55,611. It has been suggested that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—I think it would be a pity to lower the age for appearing in the open competitive examination for the Indian Civil Service. I have had no personal experience of competition for this examination at the school-leaving age, but I am told by one of our masters who has had experience that, in his opinion, intellectually the type of candidates who get in under the present system is higher than under the earlier system. Possibly fewer candidates from the public schools are successful.

Competitive examinations for boys of school age, where the future career depends on the result, are not beneficial. Intellectual interests are overshadowed by the consideration of how to raise more marks. This is the fault of the present Army examination, which is not bad in so far as it keeps the noses of idler boys to the grindstone, but is injurious to abler boys whose progress is limited to the standard of the examination. The Army authorities would, I believe, benefit by taking boys who are going through one of the regular courses provided in modern schools.

It may be urged that the same criticism applies to examinations for scholarships at the Universities. It does not to the same extent, for examiners can take promise into account as well as actual performance, and this would be difficult in a State-conducted examination.

Further, the system proposed is bad for masters who have to subordinate teaching to

the thought of what will pay, and as schools will be judged by their successes, they will tend to adopt the methods of cramming, i.e., exclusion of all that does not bear upon the requirements of the examination, and an organisation of sets and classes corresponding to the present system observed on Army sides.

The strain of the examination, on which their future depends, would be greater than is desirable for the boys of the school-leaving age. It is great, no doubt, under present conditions, but easier to bear at the higher limit of age.

55,612. Supposing the suggestion for lowering the age limits is accepted, what limits would you prefer?—If a lower limit is fixed, so as to secure boys at the school-leaving age, I should say that under 19 years of age was best—say under 19 on the 1st of January previous to the examination.

55,613. What would be the character of an open competitive examination designed for boys of school-leaving age? In particular, (a) should the examination approximate to the scholarship examinations of Oxford and Cambridge; (b) should the examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks, which can be obtained from the subjects chosen, shall not exceed a specified amount; (c) should the examination\* consist of some compulsory and some optional subjects; and (d) should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—(a) The examination should

\* A specimen of such an examination was enclosed, *vide Appendix X.*

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approximate to the scholarship examinations of Oxford and Cambridge, the general scheme being that candidates should offer one main subject or group of allied subjects, and all should satisfy the examiners in such subjects as their own language and mathematics.

(b) It is desirable that apart from boys who are good in some special subjects such as languages, mathematics, or science, scope should be given to the candidates of general ability who can reach a good standard in more than one branch of knowledge. For instance, a candidate who can reach a good standard in classics and mathematics should not be debarred from offering both.

(c) There should be some compulsory and some optional subjects as provided in the scheme enclosed.

(d) On the whole I should prefer options to be classified in groups according to their affinities, with some limited power of choice outside the group.

I do not think the scheme in the memorandum enclosed a bad one; at the same time I doubt whether the different subjects are in some instances upon an equality in value. The study of Greek and Latin means not only study of language but the beginnings of the forms of literature, of politics, and of philosophy, and all in fairly moderate compass. The study of French and German does not appear to me to be—as at present arranged—in spite of the advances that have been made, to be of the same value, and the ground to be covered makes it very difficult to combine with the study of the languages an adequate acquaintance with the literature, history, and thought of the nations who speak them.

It is, I think, desirable that mathematical and natural science candidates should offer one foreign language, in order to avoid too much specialising. I should think it ought to be possible for a candidate to take both physics and chemistry as at Oxford and Cambridge.

The mathematical papers should be of a similar type to those set in the scholarship examinations at Oxford and Cambridge, so as

not to debar candidates who failed for the Indian Civil Service from coming on to the Universities afterwards.

55,614. What regulation would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I think that the tendency would be for boys, whose masters could not guarantee success in the examination, to go for longer or shorter periods to a crammer. The tendency could only be resisted by the schools themselves becoming successful crammers, as they have become in the matter of the Army examinations. It might be laid down that all candidates should give evidence that they had spent a fixed number of years up to a fixed age in following the educational course at an approved school.

55,615. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?—The headmaster could furnish a character of each candidate throughout his school career, and could reply to questions, as is done with candidates for the Naval College at Osborne. A Committee could perhaps interview candidates before the examination with the object of rejecting those who were thought unsuitable.

55,616. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it? If so, do you anticipate that an examination, at the age suggested, will be exposed to a danger of this kind, and how would you obviate this, should this case arise?—I think that an examination for boys at the age of 19 or thereabout will be exposed to the dangers suggested. The tendency of preparation will be to organise classes under teachers who will try to get the hang of the examination, anticipate the questions likely to be asked, and take a business-like view of adapting means to the end, i.e., securing a good place in the examination. In such an examination, performance must be the test, as promise is difficult to mark.

#### Dr. J. E. KING called and examined.

55,617. (Chairman.) You are the headmaster of Clifton College, Bristol?—Yes.

55,618. Have you any figures showing the number of boys you have sent up from Clifton of recent years who have entered the Indian Civil Service?—Yes. I think since the school was founded we have passed about 90 odd into the Service, roughly, two a year.

55,619. That is for the whole Service?—No, for the Indian Civil Service.

55,620. You passed more than that into both Services?—I think, from the figures that have lately been put before the Civil Service Commission enquiring into the general question, we have passed into the Home Service as many as any school except Winchester.

55,621. Do you find that boys have generally made up their mind when they leave the school to go in for this examination?—It varies very much. Some make up their minds early, and others do not make up their minds until they get to the University. If a boy comes of an Indian family, and has relations in the Indian Civil Service, he would make up his mind early.

55,622. If the age were reduced to the school-leaving age for the competitive examination, you suggest that the best form of examination would be that approximating to the Scholarship Examination of Oxford and Cambridge?—I think so, on the whole. Both examinations would be before the boy about

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the time of leaving school; and it would be a pity if they differed very much.

55,623. Do you have many boys going up now for these examinations?—A good many for the scholarship examinations; somewhere between 10 and 20 going up in the course of the year.

55,624. Do you institute any special facilities for boys who are going up for scholarship examinations?—Only so far as our sixth form is a preparation, and, of course, boys, as they show a disposition for science or mathematics or classics, give more time to those subjects as they get older.

55,625. I suppose you give them additional teaching in them?—They would be taught in smaller classes as they got older and higher up in the school.

55,626. And contemplate going in for that examination?—Yes.

55,627. As far as the school is concerned, assuming that an examination on similar lines to the scholarship examinations were established for the Indian Civil Service, it would not entail any more specialising work than the existing examination entails?—Not a great deal, but there might be a fresh group of subjects. A boy who took classics would have to decide whether he would take history or a modern language or the first part of mathematics as his additional subject, and there would be a number of boys who would want to choose some different subjects. That would add to the difficulty of school organisation; either I or someone would have to see what subjects these boys should choose and how they would have to be grouped.

55,628. Could you tell us how many subjects are covered by the scholarship examinations at present?—There would be classical candidates, mathematical candidates, science candidates, history candidates, and modern language candidates. The modern language candidates for scholarships at Oxford or Cambridge are not very numerous.

55,629. You have more or less to train for those branches now?—Yes. We might not have them all at one time, but we should have them over a space of years. It would mean that the boy concerned would have to devote rather more of his time than other boys to one particular subject, not that he devoted all his time to it.

55,630. Do you go in for the higher certificate at Clifton?—Yes. We take the Oxford and Cambridge higher certificate every year.

55,631. Assuming that the Indian Civil Service examination were established at the lower age, and that one of the conditions for entering the examination would be the possession of the higher certificate, do you think that would mitigate the evils of cramming?—You mean that some of the subjects would be got out of the way?

55,632. Yes, and it would mean that they must pass that examination?—When you say mitigate cramming, you mean that they would

not have to go elsewhere or that we should not have to cram them at school?

55,633. It would act both ways. It would entail of course their continuing at the school, and therefore they could not be at the crammer's?—That is so.

55,634. Would you say that the certificate is a fair all-round test?—I think we are fairly content with it as an examination.

55,635. You would not care to see French and German given the same place as Latin and Greek?—I do not think so. Some years hence they may be made a better subject, but at present they are not on a level, for intellectual results, with the training in Latin and Greek.

55,636. What facilities do you give now at Clifton for the teaching of modern languages?—We do a great deal. On the modern side, for instance, boys go to French and German once a day, and on the classical side they have a good deal. Some of my boys in the Classical VI. are able to get distinction in German in the higher certificate without specialising.

55,637. You are passing a good many boys into the Army, are you not?—Yes.

55,638. Do they all go through the modern side?—No, they have to be put in a special department, an Army side. The Army mathematics require special teaching.

55,639. So that this evil is there?—It is.

55,640. I suppose modern conditions are rather liable to make it extend still further?—Yes, and we do not want to see it extended, if possible.

55,641. Do you find as a matter of fact that the facilities you give for getting boys into the Army in any way disturb the general scheme of organisation of the school?—Boys have to be organised apart. The practice is that they pay a higher fee; they have to have their own masters, who do not take much part in the other teaching of the school. They form a special branch of the school with their own masters. It would not be so at every school, but that is what it happens to be with us.

55,642. You have almost a cramming department for the Army?—I think the schools have defeated the crammers to a certain extent in the matter of the Army. It was a little different at Bedford; there was a whole side of the school there for Army education.

55,643. I take it that preparation for the Army examination requires more specialisation than any examination on the lines of the University scholarships?—Yes.

55,644. We should like to hear your opinion as to the character test. Would you be in favour of seeing something other than the actual intellectual test introduced into the examination?—I think it would be a good thing that before the final appointment there should be some means of getting at the opinion of the school about a candidate. Schoolmasters

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could tell you something that would be of value if asked certain definite questions.

55,645. Do you think it is practicable to give effect to that opinion either by selecting or rejecting the candidate in accordance with the information that is given?—I think something could be done by a Committee having those private reports and seeing the candidates, not necessarily a Committee of examination experts, but an examination by those who knew the sort of work that would have to be done in India, and what sort of candidate is required. It would take an enormous time if candidates were to be examined *viva voce* in all the subjects they have taken up for the examination. I think that would be almost unworkable in an examination of this size. I should prefer something analogous to what is done in the case of the candidates for Osborne.

55,646. (*Sir Murray Hammick.*) Is there any arrangement by which private candidates can go up for the higher certificate examination?—Yes. They make arrangements with the school in their locality. If we were asked by the Board to allow a certain candidate who lived in Bristol or Clifton to sit for the examination along with us he could do so. In Bedford we even had candidates from the girls' schools.

55,647. Supposing a boy is brought up by his parents with a tutor, could he go in for this certificate?—Yes. He would make his arrangements with the Board at Oxford and the Board would ask us to allow him to sit at the examination.

55,648. To take the examination with you?—Yes.

55,649. If that is the case, I do not see that this examination would offer you any defence against the crammer; a crammer could send up all his classes?—They do for the Army. In what is called the school certificate of the Board it is required that a person shall have been for so many years at a recognised school, but I do not think that is a requirement for the higher certificate.

55,650. What is this other school certificate?—It is intended for boys up to 17, and is on a rather lower level than the other.

55,651. It would answer to what we in India call the intermediate and the other would be the higher certificate?—Yes.

55,652. And for this, any private candidate could go up?—I think so.

55,653. (*Mr. Abdur Rahim.*) We have been told by some witnesses that if the age was lowered, there might be danger of cramming being introduced in the schools themselves?—We should have to think of the examination. Parents would come and say their sons were thinking of going in for the Indian Civil Service, and ask us whether we could guarantee their passing. In the case of some boys who were clever enough, we might be able to say that they could, but in the case of others we could only say that he had a chance but it was

rather doubtful. What would be said in the old days was, "Very well, I will put him to a crammer."

55,654. Could that be done while the boy was attending the school?—No; he would leave the school and go to the crammer. That used to happen in the case of doubtful candidates. I have looked to see what happened with us up to 1891, and I think we passed in those 30 years about 32 candidates from the school and about 12 got in through the crammers; they left the school and went to the crammers.

55,655. There would be a certain amount of special preparation in schools also?—Yes, we should have to do that.

55,656. You think that promise would be difficult to mark?—When a boy is examined for a scholarship at one of the colleges, it is probable that the schoolmaster writes a letter to the college authorities about him, and might say, for instance, that they may find him backward in such-and-such ways, but that he had been under certain disadvantages and had been coming on at a great rate during the last 18 months, and that a great deal of power of development would be found in him; that in a year's time he would be better than appeared. They might be able to satisfy themselves from looking at the papers that that was so, that the boy had more promise of development than somebody else who was at a higher level of knowledge at the time of examination.

55,657. Is that what you call examination for promise? I thought there was some sort of *viva voce* examination on general questions?—No. It is gathering from the papers that the boy is a boy who will develop. He may be immature at the time, but in 18 months or a year's time he may be better than another boy who knows more than he does at the moment.

55,658. It is a sort of general estimate of the boy's intellectual capacity?—Yes. It is a bit of a gamble.

55,659. (*Mr. Madge.*) In one of your written answers, as regards the extent to which a rigorous test of character and a scrutiny of the school record could be combined with the competitive examination, you say that the headmaster could furnish a character of each candidate throughout his school career. Unless you co-ordinated this estimate by means of marks with the other results of the examination, would not public opinion regard it as crude selection or nomination?—That would be the difficulty.

55,660. Can you think of any method of avoiding that objection?—I am afraid I have not thought of anything.

55,661. (*Mr. Fisher.*) Would you say that most of the elections to Oxford and Cambridge scholarships justify themselves?—Yes, they do.

55,662. On the whole, the scholarship examinations are pretty good tests of subsequent development?—Yes.

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55,663. Therefore the nearer the Indian Civil Service examination approximates to that type the more successful it is likely to be?—I think so.

55,664. Would you agree with Mr. Fletcher in thinking that boys should be examined in Greek and Latin verse?—I think those who can do verses should have a chance of showing that they can.

55,665. Would you also think that a paper should be set in Greek and Roman history?—It would be a good thing as a part of the Latin and Greek examination, as one subject.

55,666. I suppose you would have papers in Latin and Greek unseen translation?—Yes.

55,667. And in prose composition?—Yes.

55,668. Would you have a grammar paper?—I do not think so.

55,669. No philology?—No. I think it ought to show itself elsewhere.

55,670. Am I right in thinking that that is rather the general educational view now, that grammar should not be insisted on?—I think there is a tendency not to set it as a special subject, but to think that a boy has a sufficient opportunity of showing whether he knows grammar in his translations and compositions.

55,671. (*Mr. Sly.*) When the open competition of the Indian Civil Service was held at the school-leaving age, Clifton was one of the public schools that had a great reputation for success in passing candidates. Could you tell us whether at that time, there was any special training given for the Indian Civil Service, or was it simply the ordinary school course?—I could not tell you what the arrangements were then; there is no one at the school now who was a master at that time. I do not think, however, that they made any very different arrangements.

55,672. If a similar examination were introduced at the present time, which course do you think the best boys in Clifton College would select, to go up for the open competition for the Indian Civil Service, or to take the University scholarship examination?—It would be difficult to say that, because lately they have not had to decide. A great many of those who have connections with India, would naturally think of this first, but those to whom it was new would not be so likely to think of it. When I was at Manchester, there were a great number of able boys in the school going up to the University, but not many of them thought of the Indian Civil Service, and not more than about one a year. I think, got into the Indian Civil Service, although there were plenty who had the ability to get into it.

55,673. We have been told that if the Indian Civil Service examination is placed in competition with the University scholarship examination, as it would be if held at the same age, the Indian Civil Service would fail to attract the best boys of the public

schools, that they would prefer a University career, and therefore, the field for the Indian Civil Service would be narrowed?—It depends a good deal on what is done with regard to the Home Civil Service.

55,674. It would necessarily mean that the Home Civil Service examination would be separated from the Indian?—If they had the chance of going into the Home Civil Service after they had been through the University, that would tend to lessen the number for the Indian Service, because the tendency lately has been for boys to prefer the Home Civil Service.

55,675. What considerations have induced that tendency?—I think more have been wanted in the Home Civil Service, for one thing. I think in general there has not been the same wish to go to India.

55,676. Do you know why that is?—I do not. Coming up in the train this morning, I met someone who told me that the Indian Civil Service is not what it was. If that is the public idea, that accounts for the tendency. He did not give any reasons.

55,677. I want to find out upon what that feeling is based amongst the public schools?—I am afraid I cannot help you there, as I have nothing to go upon.

55,678. (*Mr. Gokhale.*) Can you think of any suggestion by which cramming for the Indian Civil Service examination could be prevented in schools?—It is very hard to say what is cramming and what is not. It is so much easier to cram in one subject than it is in another. I was talking two days ago to an old boy of Clifton who had been in for the Indian Civil Service and did not get in. He was a modern language scholar at the University of Cambridge. He said: “I was good at French, and I went to a crammer’s and crammed for 10 months at geology, and I got more marks in geology than I did in French, which was a subject I knew very well.” I asked him whether he knew any French now, and he said he did, but he did not know one word of geology. When geology was a subject for the Army we did it at Bedford with weaker candidates.

55,679. You cannot think of any suggestion by which cramming could be prevented altogether?—You cannot cram so much in the main subjects, but more in the subsidiary subjects.

55,680. Do you consider such cramming as may be inevitable is a very serious evil or only one of those minor evils which must be expected and put up with in life?—I think it is bad for a person’s character to be thinking of nothing except his examination and what marks he is going to get, and directing all his education to that end. That is the trouble of an examination like the Indian Civil Service examination, where it all depends upon the marks.

55,681. (*Mr. Chaubal.*) We have been told by some witnesses that reducing the age for the competitive examination is likely to widen

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the field of selection for the Indian Civil Service. What is your opinion about that?—I do not think it would have made a difference in any school I have been at, and I do not think it would make any difference at Clifton.

55,682. Supposing there is a competitive examination for the Civil Service at the school-leaving age, you have also the University scholarship examination at about the same age, and naturally, I suppose, the best material from the schools would be divided between these two examinations?—Yes.

55,683. So that while at present all those who can go to the University after finishing their school course, if the University career and the Civil Service career were open to them, they would be divided?—Yes.

55,684. Is not that likely to be prejudicial to general University education?—It would mean that some who would otherwise go to the University would not go. At present what I generally say to boys or parents who consult me about the Civil Service or the Indian Civil Service is that a boy who is going to get into the Indian Civil Service ought to be a boy of the standard for an open scholarship at either Oxford or Cambridge.

55,685. I am thinking that the inevitable result of having these two examinations must be that the best material from the public schools will be divided into two branches?—I think it will.

55,686. And those who fail at the competitive examination will find it too late to go in for the University course?—That is so, as they will be all of the same age. It would be very hard on them, even if you put one examination before the other, to go in for two important examinations in one year.

55,687. (*Sir Theodore Morison.*) Do I understand that educational opinion generally in this country is growing more and more discontented with the examinations or distrusting the results of examinations?—I should not say that. I should be very sorry to see examinations given up.

55,688. Many witnesses have accepted examinations and then desired to qualify the results by some other means, and they have not all been successful in defining those means. The impression I have rather gathered from the evidence is that there is a distrust of the examination as a test?—As the sole test. I think it is a very good test up to a point, and we could not do without it.

55,689. Do you share that distrust or dissatisfaction with examination tests?—I do not think we need very much modification as far as the scholarship examinations for Oxford or Cambridge are concerned, because there is a human side to it already; but in the case of purely public examinations there is a feeling that there is not a human side to it at all.

55,690. Is that with regard to the number or to the rigid system of marking?—Both the great numbers and the rigid system of marking.

55,691. Do you feel that the smaller the examination the more trustworthy it is?—Yes.

55,692. What do you think of things like the Oxford and Cambridge Locals, where the candidates run into thousands?—I have not had much experience of them; they are on a very big scale.

55,693. Are there any large examinations you have any trust in?—I could not say that there are. I think partly the feeling of so many schools is the number of examinations and the necessity for preparing for such a number. Each University has its own matriculation, each profession insists on having its own examination, and so on.

55,694. That of course is very inconvenient for the school, but the boy does not necessarily go in for many examinations. It is that the school has to prepare for a great diversity of examinations?—Yes, but you would find schools where girls and boys were sent in for a great number.

55,695. Do you have to have a separate class for the Woolwich examination and the Sandhurst examination?—No. We put Woolwich and Sandhurst candidates together. Sandhurst, of course, would not be taking so much the advanced work and not quite the same number of subjects.

55,696. Considering the boys who go in for these examinations, does Woolwich get the best people and Sandhurst the inferior with reasonable regularity?—No. Some of those who wish to go into the Indian Army who could get into Woolwich deliberately decide not to do so. That was quite marked at Bedford.

55,697. Do you think the Army examinations sort the boys out fairly accurately?—Yes.

55,698. You are not dissatisfied with them merely as tests?—No. The order alters very much sometimes afterwards; a boy who has got in first drops to thirteenth. It may not be always because he has not worked sufficiently.

55,699. (*Mr. Chaubal.*) I suppose in all public schools after the boys have finished their school course there is a certain percentage of students who are not able to go to the University?—Yes.

55,700. Do you think that any of those who are not able to pursue a University course would be going in for the Indian Civil Service examination if it were held at that age; I presume there is a certain number of students who stop at the school career?—That is so.

55,701. And for all those who are able to go up to the University, the present higher examination is there?—Yes.

55,702. The only larger material that can be possibly attracted for such an examination are those who cannot afford to go up, and stop at the school career, and there may be good boys amongst those who go away, and that material is spoken of as being likely to be available if an examination was held at this age. Have you heard any complaints from

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the parents of these boys who are not able to go to the University that they are not able to compete for the Indian Civil Service on account of the higher age?—That has not come before me. I have come across very few instances of

boys who deserved to go to the University who have not been able to go because of not getting scholarships.

(The witness withdrew.)  
(Adjourned for a short time.)

Dr. PARRY, of Trinity College, and W. T. MOLLISON, Esq., M.A.,  
of Clare College, Cambridge University.

*Written answers by a Committee appointed by  
the Council of the Senate of Cambridge  
University relating to the Indian Civil Service.*

55,703. What is the opinion held by the authorities of the University of Cambridge with regard to a view, which was given in evidence in India, to the effect that Indian Civilians now come out to India too old, and with an insufficient knowledge of law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities, or at a special institution established for that purpose?—The Committee note that evidence was given in India to the effect that Indian Civilians now come out to India too old, and with an insufficient knowledge of Law and other specialised subjects required for the performance of their duties, and that therefore the suggestion has been made that the competitive examination for admission to the Service should be held at the school-leaving age. They recognise that due weight must be given to this evidence, and that the interests of the Government of India must be paramount in deciding the conditions of admission to the Service. The Committee however desire to draw attention to the following difficulties and possible grounds of objection involved in the proposal to adopt the school-leaving age:—

(a) It would be difficult to frame an examination in which an advantage would not be given to those who had undertaken a course of special preparation. Boys might consequently have to decide some considerable time before the competition, and would thus be committed for or against the choice of an Indian career at too early an age. It might result from the nature of the examination that the ordinary school curriculum would not be followed by many of the candidates. Some schools would organise special courses to prepare for the competition; many boys might leave their school to go to an institution which would undertake special preparation. There would thus be a grave danger of the area from which candidates were chosen being restricted.

(b) If there should be a considerable Government subsidy (say 150*l.* a year) during the period of probation, the attraction of this subsidy might lead candidates to compete who were unfitted in character or temperament and

without aptitude or inclination for work in India.

(c) Many boys ripen late, and some who might develop their faculties under the more independent conditions of University training might be debarred from an Indian career.

(d) The special preparation at a school involves the danger of overstrain, which would diminish intellectual energy and might lead to a reaction during the years of probation. A candidate exhausted by the effort of the open competition might pass through his period of probation with the minimum of effort necessary to qualify him for the final examination.

(e) With candidates chosen at 18 or 19 and submitted to a period of probation of three years, there is a possibility that some would during that period wish to abandon the career. The need of a heavy repayment would make it difficult for such probationers to withdraw.

If the Commission should consider the selection by competition at an age which permits previous residence at a University, the Service should have the advantage of being recruited from candidates who had, at a suitable age, made their choice of a career in the service of the State and whose conduct and character had been submitted to prolonged tests. As regards their ability, it may be stated that almost all the candidates from Cambridge selected under the present system have been scholars or exhibitioners of their colleges.

We think that the objections to the existing system might be met, either by making Law a compulsory subject in the open competition and attaching sufficient weight to it, or by a reduction of the present age limit and a lengthening of the period of probation.

In the case of candidates from the University of Cambridge there would on the whole be a considerable advantage in a reduction of one year in the age limit provided that the examination were somewhat modified. This reduction would enable probationers to have two years' special training which could be utilised to provide them with a sufficient knowledge of Law and other specialised subjects.

There is a further possibility of the reduction of the age limit by two years. Candidates would then be able to take a University Honours course for two years before the competition and afterwards to complete their degree by an examination in the specialised subjects. The Committee feel that there would be serious difficulties in the adoption of this proposal. With this age limit there

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would be still stronger reasons for alterations in the present scheme for the competitive examinations.

As regards the method of recruitment, whatever age be adopted, while recognising the difficulty of procedure, the Committee are of opinion that the competitive examination should be supplemented by some preliminary selection, so as to eliminate, as far as possible, those candidates who, while possessing the kind of ability required for success in the examination, might not be well fitted in character or temperament for an Indian career.

55,704. In the event of any changes in the direction of lowering the age limits for the Indian Civil Service examination being adopted, is it probable that the University of Cambridge would be willing to devise an Honours course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include (i) Law, (ii) the elements of one classical and one vernacular language, and (iii) Indian History, Sociology, and Economics?—The Committee are prepared to recommend to the Council of the Senate that a proposal should be brought before the Senate to grant an Honours degree on such an examination.

The subjects to be studied in this course would, as indicated, include (i) Law, (ii) the elements of one classical and one vernacular Indian language, and (iii) Indian History, Sociology, and Economics.

The Committee are of opinion that this course of Indian studies might well occupy three years; but it would be possible to submit a modified scheme to a shorter period of probation. The outlines of a course have been sketched by the Committee, and they are prepared, if desired, to nominate some of their members to discuss details with the Commission.

55,705. What provision is at present afforded in the University of Cambridge for teaching (i) Law, (ii) Classical Languages, and (iii) Indian History, Sociology, and Economics; and is there any system of tuition and supervision designed for Indian Civil Service probationers?—At the present time the University gives instruction in all of these subjects. An annual grant is now received from the India Office for the training of Indian Civil Service probationers, and the Committee assume that, if the period of probation is lengthened, the assistance now given by the India Office will not only be continued but will, if necessary, be increased so as to meet any new requirements.

Dr. PARRY and Mr. W. L. MOLLISON called and examined.

55,706. (*Chairman.*) You come before us to-day to represent the Committee, which has dealt with our requirements on behalf of the University of Cambridge?—(*Dr. Parry.*) Yes.

55,707. I take it the answers that you have been good enough to send us represent generally the views of the Committee appointed by the Council of the Senate?—(*Mr. Mollison.*) That is so. (*Dr. Parry.*) On certain assumptions.

55,708. You say, in putting forward the difficulties attached to having an examination for the Indian Civil Service at the school-leaving age, that it would be difficult to frame an examination in which an advantage would not be given to those who had undertaken a course of special preparation. If the examination were framed largely on the lines of the University scholarship examinations would not that difficulty be diminished?—(*Mr. Mollison.*) That difficulty would be diminished, but if the examination were on scholarship lines, that is where scholarships are awarded on excellence in one subject, the Service would get men of a one-sided type and it would be a very great departure from the examination that has prevailed ever since Lord Macaulay first formulated his scheme in 1854. This is, I think, the objection to an examination of the scholarship type.

55,709. I suppose the University scholarship examination represents the type of teaching that has been taking place in the

public schools?—College entrance scholarship examinations affect the teaching after a certain age. Boys from the age of 16 or 17 onwards work with a view of competing for college scholarships, which of course are highly specialised.

55,710. In an examination framed on those lines for the Indian Civil Service there would be similar specialisation?—If the examination for the Indian Civil Service were framed on scholarship lines there would be some specialisation, no doubt.

55,711. But I suppose that amount of specialisation need not necessarily disturb the existing curriculum of the school?—Not if it were on the lines of the present preparation for scholarships.

55,712. In alluding to the proposal for a period of probation at the University, subsequent to the examination, you apprehend that there might be a certain amount of slackness unless some means were instituted to prevent it?—Yes, I think it might be so. The candidates might come up exhausted. At present we find that a certain proportion of scholarship candidates come up overworked, and candidates also might have the idea that the Government of India, having expended considerable sums on their education, would be reluctant to reject them at the final examination.

55,713. If a test examination were instituted at the end of the first year of a three

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years' probation that would to a certain extent reduce that danger?—To a certain extent. No doubt with a three years' probation there would require to be at least two examinations, one perhaps 15 months after the candidate had come into residence, and this would reduce the danger to a certain extent.

55,714. With the particular type of examination I was alluding to, I understand you apprehend there might be a danger of overstraining on the part of the boy at the school prior to the examination?—Of course in every examination there is a danger of overstrain on the part of boys. With regard to the type of examination, there would be strain almost in any case, whether it was a scholarship examination or such an examination as has for the past 50 years been the type of examination for the Civil Services, namely an examination containing a great variety of subjects, in order to include in the Services men from as large an area possible.

55,715. So that really the danger of overstrain in an examination of this character would not be any greater than that which is now experienced by candidates going up for the University scholarships or any of the other examinations that take place at the same age?—You mean if the examination were of the scholarship type? Of course then it is just possible that if a man's whole future career is at stake the candidates might tend to overstrain themselves more than they would for a scholarship examination.

55,716. I see you say you have a very good standard of candidates from Cambridge selected under the present system?—I think there is no doubt that the various Services have had exceedingly good candidates and a very wide field from which to select. They have under the present system the best educated young men in the Empire, both from the United Kingdom and from India.

55,717. Have you any knowledge of the standard in the old days when the examination was at the school-leaving age?—No. I had experience as tutor of having under me a considerable number of probationers chosen under the old system, but as they never submitted themselves to University examinations, and the examinations were entirely conducted by the Civil Service Commissioners, there was no opportunity of the University authorities seeing their work.

55,718. You suggest certain alternatives to meet the difficulty, and the first you discuss is the possibility of reducing the age by one year?—I think our first alternative is rather the existing system with Law as a compulsory subject. We understood that the most serious objection was on the question of Law, and there is no doubt that at present Law does not get sufficient weight in the open competition. Those who are familiar with the scale of marks for English law, including law of contract and tort, criminal law, the law of evidence, and constitutional law, know that the marks

assigned to those five subjects are only 500, and the Committee thought that, if it was desirable that there should be as little disturbance as possible, one part of the objection raised by the evidence hitherto before the Commission might be met by Law being compulsory, with very great weight attached to it, so that the best men should have a considerable period of study of Law before being selected.

55,719. Would you say that that was as good a method of teaching Law as having a law training subsequent to the examination during the probationary period?—Yes, I should think it would be. In the ordinary case I take it that if this were done many of the University candidates would, as their second Honours examination, probably take the Second Part of the Law Tripos at Cambridge, which includes the subjects already in the open competitive examination. It would be a good training, I think.

55,720. Assuming that that was an adequate training in Law, it would not meet the difficulty of reducing the age of the Civilian arriving in India?—As to whether Civilians now arrive in India too old, it does not meet that. There was only one member of the Committee who had had experience in India—he had been there 23 years—and he was of opinion that they did not arrive in India too old. In looking at the Report from the Government of India in 1889, when the present system was introduced, the conflict of evidence was very great. Some contended that a more mature period of arriving in India was better, whilst others thought the earlier age preferable. There was no settled opinion on this point at that time as the result of a Commission instituted, I think, by Lord Dufferin.

55,721. Your second alternative is to reduce the age by one year?—Yes. And to lengthen the probation.

55,722. That would meet the objection that there is not sufficient training and would leave the age the same?—Yes.

55,723. Would that reduction of a year in any way interfere with the Honours course at Cambridge?—We think not. I should say that the age at which most men take their degree at Cambridge is 22, and we should look forward to their being able to compete in the open competition in the August following the June in which they took their degree. This ought, however, to imply some modification of the present examination.

55,724. That would reduce the age limits to 21 to 23?—23 would be the upper age limit in that case.

55,725. The second reduction of two years would, I take it, interfere with the University course?—In the opinion of the majority of the Committee it would be a very serious interference. The opinion, however, was expressed that with sufficient modification of the present examination, so that the candidates' special work in Cambridge should tell heavily in the

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open competition, the interference need not be so very serious; but the majority of the Committee thought it would be serious.

55,726. Assuming the Commission decide that it is necessary to get the Civilian out early and to give him a longer probation, which must entail a change, there is no alternative between the present age and the school-leaving age, is there?—I should be doubtful as to whether the second alternative might not be the better. I think the value of the University training for the two years before the open competition is great.

55,727. You would have the open competition in the middle of the Honours course?—Most Honours courses in Cambridge can be taken at the end of the second year, either in part or in whole.

55,728. About what age would that be?—That would be about 21.

55,729. And the age would be reduced to 20 to 22?—Yes.

55,730. You would have the examinations coming rather close together at that age?—There would be a difficulty.

55,731. Would you regard that as a serious difficulty?—I am not quite sure. If a candidate finishes his examination in June, and the open competition begins in August, the examinations run now rather close together. I do not think it is a very important point.

55,732. You do not think it is an objection?—It is not an objection that applies especially to this limit of 22.

55,733. You say that whatever age we adopted you are of opinion that the competitive examination should be supplemented by some preliminary selection, and we have had a great many witnesses before us who have said the same thing. Have you any scheme in your mind which might be practical and not susceptible to abuse?—The real difficulty about any such scheme is perhaps the difficulty of retaining public confidence in there being no favouritism; but I do not think any business firm taking men who were subsequently to undertake positions of great responsibility would choose its men as Government is now content to choose them, simply from ability as shown by examination and without assuring themselves of personal fitness. While on the point of the advantages of the University age it might be well to point out the great extent to which large business firms are realising the importance of introducing into their businesses University men, who have taken an Honours degree in the University, finding that it is better than having them at an early age. Members of the University of Cambridge have had to give evidence before another Commission on the Civil Service, and I should like to refer especially to the evidence given by Mr. H. A. Roberts, the Secretary of the Cambridge Appointments Board, and by Mr. R. Waley Cohen.

55,734. The University candidates for business establishments would be going out to India about the same time as the Civilian would be going out under the reduced age with a three years' probation; that is about 22?—It depends when they get an appointment. I was not referring necessarily to India but to the general selection of candidates on account of their personal fitness.

55,735. From the point of view of age it would be about the same?—Not necessarily, because a candidate does not always secure such an appointment immediately after taking his degree.

55,736. That would be the time when he would be eligible for it?—Yes. You asked about a scheme for a method of recruitment. At present the Foreign Office and the Diplomatic and Consular Services have such a scheme. They require recommendations for candidates, and these candidates are subsequently interviewed by a Board of Selection at the Foreign Office. There is another scheme that might be possible. There might be a Board of Selection at the University, on which there might be representatives of the India Office and the Civil Service Commissioners, to see candidates and to go into their recommendations. That exists at Cambridge with regard to Army commissions. The Board of Military Studies when selecting candidates, have the candidates before them, and have always two representatives of the War Office present.

55,737. It is comparatively simple for a Board of that character to reject anybody for definite misconduct, but would there not be difficulty in the Board deciding whom they consider efficient, and whom inefficient?—It would be difficult and would require very great care, but provided that public confidence could be maintained I believe that Boards of Selection could decide between candidates, and could go behind mere mannerisms which might seem to detract from a candidate's fitness.

55,738. Your point being that you consider there should be other than mere intellectual qualities displayed in a candidate for the Service?—Yes, personal fitness for the Service.

55,739. That tendency, I take it, is on the increase in all examinations now?—I should have said so, but I do not know that any Government Department except the Foreign Office and the Diplomatic Service has adopted it. Private firms, where there can be no question of favouritism, would never take candidates without assuring themselves of their personal fitness.

55,740. It is a comparatively simple matter with them because they are their own masters. Could you tell me something about your Cambridge Appointments Board?—The Board was established 10 or 12 years ago to secure appointments for Cambridge graduates, and it has been successful. Large business firms are

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continually asking for graduates. The value of a University education in fitting men to take important posts is being increasingly recognised. In fact the demand for men of the proper type is greater than the supply.

55,741. This is a Selection Board?—Yes. There are confidential communications between the Secretary of the Appointments Board and the college tutor of the candidate, and the Secretary interviews the candidate, and after he has satisfied himself by confidential communications with his college authorities, he passes the candidate on to the particular business firm that is looking for an *employé*. The whole point is gone very fully into in the evidence of Mr. Roberts and Mr. Cohen before the Civil Service Commission.

55,742. You admit there would be difficulties in the way of applying that scheme to a competitive examination for a branch of the Public Service?—There are great difficulties, but whether they are insuperable it is not possible to say.

55,743. You speak strongly against placing candidates for the Service in a special institution?—(Dr. Parry.) Yes. Perhaps it would be rather a fairer summary to say that we speak very strongly in favour of the University. Our reply to question 55,703 is based on the assumption that there would be a three years' training, without entering into the merits of the assumption.

55,744. You feel that the University atmosphere is a very important and valuable element in the training?—Yes.

55,745. And you would not get that wide atmosphere in a special institution?—I do not see how it would be possible.

55,746. You lay stress on the point that it is important also for the Indian who has to go through a period of probation?—Yes. We did not go at any length into that point, because it did not occur to us that we were asked to consider it in the letter which we received from the Commission, but still it seems to us that the Indian would get much more of a true knowledge of English life.

55,747. Do you get a large number of Indians now at Cambridge?—Between 90 and 100.

55,748. Are they widely distributed in the different colleges?—Yes, they are now. Lately, under Lord Morley's suggestion, we made arrangements which I think are now thoroughly carried out.

55,749. Do you have a limit to the number of Indians in each college?—Most colleges agree to take one or two a year and some colleges agree to take rather more.

55,750. Distributed as they are over the University, and therefore few in number in each college, are you able to say from your knowledge whether they mix with the general community of the college freely?—It depends very much upon the particular person. Some

of them mix quite freely, while others never seem to get on, and associate chiefly with their own compatriots.

55,751. Would you say on the whole the relationship between the two races is as good to-day as it has been in the past?—I should say it was better than it was seven years ago, but not so good as it was 25 years ago. That is partly owing to the fact of their greater numbers, and the result of a rather unfortunate period when, owing to inevitable causes, they took to associating more definitely with each other, forming a sort of club of their own, and congregated to a considerable extent in one or two colleges. Those features are certainly less marked now than they were seven or eight years ago, and I should hope there might be a steady improvement in that respect. We felt that these Indian probationers would be a select set of men. At present we get a very mixed number of all kinds.

55,752. Since the days when the relationship was not so good, has any active effort been made in the University to bring the Indian more into the social life of the place?—The particular measure of distributing them among the colleges was adopted with that object, but no other steps have been taken. It would be almost impossible that steps should be taken, but I think there are a good many residents, both senior and junior, who do regard it as rather on their conscience to do their best to make these people from afar at home.

55,753. So that a sensible effort has been made?—A good deal has been done.

55,754. Then you say that, in the event of the age being reduced, and the probationary period of three years being established, the University of Cambridge would be willing to devise an Honours course of Indian studies?—I think we ought to be perfectly clear about this. We are not able at all to commit the University of Cambridge; when we speak of it in that way we mean the Senate, which is an incalculable body. But I think there is no doubt that a course could be devised which would be at once suitable for the probationers from the point of view of Indian requirements, and also quite a reasonable course on which to ask for an Honours degree. Certainly, as far as the Council of the Senate is concerned, I have no doubt they would be prepared to propose that such a course, after discussion and agreement, should be reckoned for an Honours degree.

55,755. And you think there is a reasonable hope that the Senate would consent to such a proposal?—I think there is certainly a reasonable hope that they would.

55,756. (Lord Ronaldshay.) Would it be possible for your University to accept an examination, which was common to a number of recognised Universities, which would constitute the final examination for probationers,

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and at the same time grant a degree upon that examination?—(Dr. Parry.) That, of course, is a very difficult thing. It would depend a great deal upon the details of the scheme. I think what the University would be obliged to insist upon would be that the curriculum should be such as they could thoroughly recognise, and that in the examination quite a considerable proportion of the examiners should be people they would appoint—not necessarily Cambridge men—who would be acquainted with their standards and conduct the examination generally in accordance with the system common at the University. It was a point we discussed to some little extent at our Committee, and as usual at first discussions the difficulty bulked more than anything else. I do not think it would be impossible. (Mr. Mollison.) There would be great practical difficulties in the way of a joint examination between seven or eight Universities.

55,757. That possibly is an excessive number. Say three or four Universities?—I think the University in giving its degree must exercise control over both the appointment of examiners and over the curriculum. An examination common to Oxford and Cambridge might be possible. Oxford appoints its examiners in the same way as Cambridge, and the same examiners might be appointed by Cambridge and by Oxford, so that each would be degree examiners in their own University and might conduct the examination jointly. I do not say that the difficulties could not be overcome. The final decision of these cases rests with the Senate. I think the Council of the Senate might be probably willing to consider the feasibility and practicability of some such scheme. (Dr. Parry.) It depends very much on the details. It is a suggestion which I think we should be very anxious to go thoroughly into and see whether we could not make it work. Cambridge might appoint its own examiners and issue its lists on the report of its examiners only, they having seen all the papers.

55,758. If a third University, say Trinity, Dublin, were brought in, that would make it a good deal more difficult, I suppose, to come to an agreement?—Yes. You might, of course, simply have the identical examination, the same papers set in the various localities, looked over for the purpose of the degree by the examiners of each University, who would issue their list, and looked over for the purpose of the final competition by them, and additional examiners appointed on behalf of the India Office. It would be rather cumbrous, but I think it could be probably worked. (Mr. Mollison.) I think common papers would be practicable. It is so much a matter of detail that it is difficult to carry it very much further.

55,759. When you told us that an examination for the Indian Civil Service drawn up on the same lines as the scholarship examina-

tion would constitute a wide departure from the principle laid down by Lord Macaulay, did you wish us to infer that a scholarship examination is not necessarily a satisfactory test of a man's general education?—Yes. I think one must admit that our scholarship examination is highly specialised. A man gains his scholarship on classics or mathematics, natural science, combined in all cases with some English paper, but his special subject, classics or mathematics or natural science, tells far more heavily than anything else. It may be that our scholarship examinations are too specialised, and my first impression is that an examination of the scholarship type would be such a wide departure from the scheme of the Civil Service Commissioners, which includes all elements of a liberal education and candidates from all over the Empire, that it practically would be impossible. An examination of the scholarship type at the lower age would, for example, quite exclude candidates from the Colonies.

55,760. With regard to this possibility of taking into consideration qualifications other than intellectual attainments, you rather suggest that under the existing system, where the candidate probably spends two or three years at the University before going up for the competitive examination, he does in some way go through a test as to his moral character?—I think that is so.

55,761. Are you thinking of the certificate which the Civil Service Commissioners ask the University authorities to fill in and sign before the candidate goes up for his competitive examination?—Not quite. In my experience as tutor I have never known an undergraduate unsatisfactory in conduct and character who came up intending to take the Indian Civil Service, who has persevered to the end and finally offered himself for the examination. Such a candidate gets weeded out in the course of his three years' undergraduate career. If he is unsatisfactory in conduct and character he is generally unsatisfactory in work.

55,762. It is the case of the survival of the fittest in the moral sphere?—Yes, as regards conduct and character.

55,763. I am not quite clear what it is you wish to test by the suggestion which you make when you say that as regards methods of recruitment whatever age we adopted the Committee are of opinion that the competitive examination should be supplemented by some preliminary selection. If that selection already takes place I am not sure what you are driving at there?—We say that it is to eliminate candidates who, while possessing the kind of ability required for success in the examination might not be well fitted in character or temperament for an Indian career. You may have candidates, and do have candidates, whose conduct, character, and

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work are quite unexceptionable, and yet who are from other causes not fitted for an Indian career.

55,764. Could you give me an example of what you mean?—It might be physique, lack of the power of command or leadership, or lack of the power to assume early responsibility which very often falls on Indian Civilians shortly after reaching India. Those were the considerations that I think were in our minds.

55,765. As far as physique goes I suppose that is really met by the medical examination?—To a certain extent.

55,766. So that it really resolves itself into the capacity of a man to govern. What I want to know is whether you think there is any practical way of testing that before you have actually seen a man at work?—I think his University record and confidential communications between those who have known him best at Cambridge and those responsible for his final appointment might do a great deal, and a skilled Board of Selection might do something.

55,767. You think that might be possible in the case of a man who has been already up at the University under the present system of high age limit, but do you think anything of that kind would be possible if the age limit were reduced? Then it would come to a school record, not a University record?—I think it would be much less effective at an earlier age. There would not be so much to go upon. I think at 22 or 23 you have more factors to rely upon than you have at the earlier age.

55,768. In that connection the Appointments Board is really not a Board which would do any work of this kind. As I understand it, the function of the Appointments Board is really analogous to that of a servants' registry; it has to bring employers into contact with suitable *employés*?—It is very much more than that as at present conducted. I think as it is now conducted it could do a great deal of what we are thinking of here. Dr. Parry reminds me that it has largely to do with those who are selected for Egypt and the Soudan. Their qualifications are very carefully scanned by the Secretary of the Appointments Board, and confidential communications are held with those who know the candidates best, and I should say that rejections are not infrequent on the ground that they are not fit for the kind of service expected.

55,769. Do they report to the Foreign Office?—There is a Board of Selection, I believe, which meets in London, and I suppose it represents rather the Government of Egypt than the Foreign Office.

55,770. What is the connection between the authorities who have the final power and the Cambridge Appointments Board?—Written communications and confidential notes as to the men's capacity, not only their

intellectual capacity but as to their fitness altogether, pass between the selecting body and the Secretary of the Cambridge Appointments Board, and then a certain number of men are interviewed by the Board of Selection which meets in London.

55,771. And on the recommendation of the Cambridge Appointments Board?—And, of course, other Appointments Boards.

55,772. (Sir Theodore Morison.) The Cambridge Appointments Board is an admirable institution for finding Cambridge men, but the difficulty of making use of it is that the recommendations of the Cambridge Board are like the recommendations of any other Board?—(Mr. Mollison.) That would be a difficulty.

55,773. The difficulty I have in seeing how we could bring the Cambridge Appointments Board into use is that we are confronted with a large number of candidates from Oxford and Aberdeen, say, and it is very difficult to equate what is said in Aberdeen and Oxford with what Mr. Roberts says?—That is so, but in our written answer I do not think we had originally any idea of employing the Cambridge Appointments Board for this purpose, although as far as Cambridge men are concerned it would be the most fitting instrument.

55,774. The Cambridge Appointments Board is excellent because it is confined to Cambridge men, but directly you get a Board which has to select from a large number of people, and the Board cannot get confidential reports on the people individually, the selection breaks down?—It would, unless the suggestion I made was a practical one, of a Board meeting in Cambridge with representatives upon it of the Government of India and the Civil Service Commissioners. When the Board of Military Studies meets to select candidates for commissions in the Army there are always present two representatives of the War Office.

55,775. That is because they have decided to take one or two Cambridge men?—They take about 40.

55,776. But the selection is confined to Cambridge men and therefore you can absolutely trust the Cambridge authorities to put them in the order of merit. It does not get over the difficulty of how to correlate the conclusions of Oxford, Cambridge, and Edinburgh?—There might be similar Boards at Oxford or London or Edinburgh on which representatives of the India Office and the Civil Service Commissioners could appear, and the standardising authority would be the representatives of the Government of India and the Civil Service Commissioners.

55,777. It looks rather like allotting a certain number of each University?—(Dr. Parry.) Is not this merely the preliminary selection by which they are admitted to competition?

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55,778. In that way it is much less open to objection?—Then you could admit any number.

55,779. That is so. I think Mr. Mollison said to the Chairman that selection is displacing examinations as means of choosing men for positions of trust and responsibility, or there is a tendency in that direction. (*Mr. Mollison.*) That was in connection with business houses. I was rather thinking that in addition to educational tests personal fitness was always enquired into.

55,780. But I think you mentioned places like the Soudan and the Consular Service?—The Foreign Office and the Diplomatic Service have recently come under the same examination as the Home Civil Service and the Indian Civil Service, with a lower maximum. In the last four or five years the Foreign Office has used that examination for that purpose, and I am told there has been a great rise in the intellectual standard of the candidates.

55,781. Do the Universities on the whole favour this method of choosing persons by selection on the advice of tutors rather than by examinations?—No. I should not give up examinations; I think the intellectual qualities must be tested. It is the personal fitness for a particular post that has also to be considered.

55,782. You want a combination of the two?—Certainly.

55,783. Do you think that Cambridge could take a considerably larger number of Indians than it does at the present moment?—That part of the answer was written on the assumption, which we combat in our reply to question 55,703, of the lower age. This is written entirely on the assumption of Indian probationers. If only Indian probationers came to Cambridge I do not think there would be an increase in the number of Indians. So many Natives of India come to Cambridge now, hoping to be candidates for the Indian Civil Service examination, and find only too late that they are really not likely to succeed in the examination.

55,784. Do you not think you must assume that the probationers would be in addition to those that come at the present moment for general education?—I should have thought the great majority came with the view to the Indian Civil Service.

55,785. I thought the number who came actually for the Civil Service was not very large?—My experience is rather different from that.

55,786. Anyhow there are certainly a large number?—Yes, there are medical students, law students, and others, who have no intention of taking the Indian Civil Service.

55,787. Therefore I think you must take it as one of the possible consequences that there would be a considerable increase of the Indian element among the students of Cambridge, and I want to know whether you would be able to increase the number of

students you take in each college. I think Dr. Parry said each college takes about one or two a year?—(*Dr. Parry.*) Yes. (*Mr. Mollison.*) That is so.

55,788. Could you take in three or four?—It would be very difficult to answer for any one college.

55,789. Some colleges do not take any, do they?—I think every college now takes them. (*Dr. Parry.*) My impression is that now every college is willing to take one or two.

55,790. But every college has not actually got them?—That may be so, but I do not think any college now refuses.

55,791-2. There are colleges into which the Indian students find it very difficult to get, are there not?—I really could not say.

55,793. You think there would be great difficulty in having a considerable increase, say a 20 per cent. increase?—(*Mr. Mollison.*) It might be difficult, but I would rather say that I am not convinced of your assumption that there would be a large increase if only probationers came over, that is to say, if the Indians who at present come over intending to take the Indian Civil Service examination did not come. (*Dr. Parry.*) I think there would be some difficulty if there was a large increase, but on the other hand, the fact that these would be all selected Indians would diminish the difficulty a good deal. (*Mr. Mollison.*) I agree with that.

55,794. Do you find that men who really read Honours seriously get on much better?—(*Dr. Parry.*) The more the ability of the man the better he gets on with the other people.

55,795. Can you remember whether Government Scholars, on the whole, have done well?—(*Mr. Mollison.*) We have had a long series of them at Cambridge, and they have done, on the whole, very well.

55,796. If you can get men of that class, men of a good type, they are easily assimilated?—It makes all the difference the type of man we get. There are plenty of the right type and they do very well.

55,797. Even if they are people who are pure scholars and do not sympathise with the Englishmen in games and athletics?—It depends upon character. I am thinking of a very nice fellow who was a pupil of my own, an extremely retiring and shy man, whom we could not get into any kind of society. He was quite happy in his work and not interfered with. On the other hand, there are others who have more interest in other people and like going into society, and if they are of the right character they get on very well. There are two or three among our scholars who are having very happy lives there.

55,798. The question is important, because you recommend that the University should be the place of probation. One of the disadvantages of Oxford and Cambridge as they are at present is that they are probably

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not the best places in England for developing an enthusiasm for India and a warm feeling towards Indians. In fact, it may be possible that a man might get infected there with the racial prejudice of which he was innocent before he went to the University? (*Mr. Mollison.*) I think there is a very great corrective to that. Many of the staff of the Indian Civil Service Board now teaching the probationers are retired Indian Civil Servants who not only teach their particular studies, but use every effort to instruct men in all the details as to what they will experience in India, and to arouse enthusiasm for India in the students.

55,799. Do they have much effect upon undergraduate opinion?—It is always very difficult for the moment to say how you affect undergraduate opinion, but later on it probably has an effect. (*Dr. Parry.*) It must be remembered that these men will be already selected, and that at once has a very large effect upon the attitude the man will be inclined to adopt towards the racial question. He knows he has to live among the Indians and work with them, and on the whole most of these young people take a sensible view of their future, if it is once settled, and would be unlikely to adopt an attitude which they know would be extremely bad for their profession. I think it is much less likely that people coming up selected would adopt racial antagonisms than that a casual man coming into the Universities and meeting people whom he had not met before would adopt them.

55,800. Do you find in the probationers you have had that the attitude changes and that they seek out Indian students?—It is difficult to say. (*Mr. Mollison.*) I have no personal experience of that.

55,801. (*Mr. Chaubal.*) If the age is lowered and the examination is held at the school-leaving age, that would be going back to the state of things which obtained before 1891?—(*Mr. Mollison.*) It would be a reversion to the system discarded in 1892.

55,802. When the age was raised to the higher age in 1891–2 were there any complaints from the parents of any boys that the raising of the age made it impossible for their boys to compete at the Indian Civil Service examination?—No, I never heard of such complaints. A certain amount of warning was given. I think the decision of the India Office to raise the age was issued in 1889, and the new system did not come into operation until 1892, so that there was time for adjustment.

55,803. That was notice of change in the policy. What I mean is that there must be certain sections of the English public who intended their boys to compete for the Indian Civil Service examination. Were there complaints from any such that on account of the raising of the age they found it difficult to send their boys to compete?—I never heard any.

Of course, the boys who would have got into the Indian Civil Service under the old system were able to come to the University by means of college entrance scholarships, so that financially to a certain extent the difficulty was met in that way.

55,804. Is the reduction of age likely to give a wider field for selection for the Indian Civil Service, or would the feeling remain much the same as it is now?—I rather think there would be to a certain extent a restriction of the area, but that would depend largely on the nature of the examination. On the assumption that the examination was of the old type, I think the area would be restricted because special preparation would be required. Only certain schools could give that special preparation, and boys would have to go to special institutions to be prepared.

55,805. Assuming for the moment that the competitive examination is at a lower age, I suppose that would necessarily involve the separation of the Home Service from that examination?—I presume so.

55,806. In that case the bifurcation of the material for the Home Service and the Indian Service would be pronounced?—Yes.

55,807. At present you find the same men studying at the University who ultimately might take either one Service or the other, but you would certainly be excluding the candidates who go in for the Home Service from the examination at the age of 17 to 19?—I think undoubtedly India would lose the opportunity of securing the services of many most desirable men. Many men see later the advantages of taking up an Indian career who might not do so at 18. Undoubtedly the bifurcation of the examination would lose India many suitable servants.

55,808. Supposing an examination were held at that age, do you think it probable that any candidates who do not now appear for the examination would appear for it?—I think not.

55,809. With regard to the Honours degree which the University is asked to contemplate, would the University of Cambridge confer an Honours degree on an examination conducted by an outside body of examiners like the Civil Service Commissioners?—No, I do not think it could. (*Dr. Parry.*) No. Of course, it might allow an outside body of examiners to see all the papers and make what use of them they liked for their own purposes, but it could not give a degree except in an examination where its own examiners had seen all the papers and formed their own opinion as to the worth of the papers for a degree.

55,810. And particularly if the probationers have to come from three or four different Universities. It seems to me that in order to have one examination there would necessarily be required to be only one body of examiners?—You might have the same set of papers but with various bodies of examiners for different purposes.

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55,811. That would introduce different standards of examination, would it not?—No, because each set of examiners would have its own standard for its own purpose.

55,812. Supposing for the three years' probation a certain curriculum was settled, and an examination was held in that curriculum, it would be a common examination for all the probationers who are going in for the Indian Civil Service. The proposal is that the Universities should be able to give an Honours degree on that course. Would it not be necessary that all the probationers should be examined by the same body of examiners?—No. It would be only necessary that the Cambridge candidates, with a view to the Cambridge degree, should have their own work in the examination looked over by the Cambridge examiners and judged by them. They could be looked over by somebody else, or partly by the Cambridge examiners and partly by other examiners, for the list in the competition. I am speaking very much offhand here, but it seems to me something could be arranged of that kind.

55,813. Perhaps an outside body along with a representative from each of the Universities?—I do not think one representative from Cambridge would be adequate at all. You would have to have a regular set of examiners. I think the only way is to have the examination papers passed on from one set of people to the other for the different purposes.

55,814. (*Mr. Gokhale.*) Is it your idea that the same papers should be looked over by two bodies of examiners, one representing the Civil Service Commissioners and the other the particular University?—Yes.

55,815. That would mean the same papers being looked over by two bodies in all the Universities?—Yes.

55,816. Would not that be somewhat complicated?—No, I think not. They would be all looked over by the local body for the degree, and then sent on to the Commissioners and examined by them.

55,817. The places of these young men would depend on the result as declared by the Civil Service Commissioners?—Yes, the places for the final competition, but the places for the degree in each University will depend upon the opinion of the examiners in the University.

55,818. And the results may not accord?—They cannot accord in any case, because there are different objects. For the competition you want to class your men 1, 2, 3, 4, 5, &c., and you plough so many. We want to class our men in three classes and say whether they have got to the standard of an Honours degree. There is no reason why the two lists should agree.

55,819. With regard to the Indian students at Cambridge, how many are there now reading for the Indian Civil Service?—I cannot tell

you. We were informed by Mr. Benians that he was submitting figures about that.

55,820. As far as you are aware, is there any general feeling of soreness among the Indian students at Cambridge, as a class, that they are not treated socially as they used to be?—I have no knowledge of their feeling as a class. I know a few individuals.

55,821. If there was any such general feeling of soreness, would not that make it somewhat undesirable that Indian probationers should be thrust into an atmosphere of that kind, men who might have to serve the State afterwards in responsible capacities?—If you start with the assumption that that feeling of soreness is necessarily permanent.

55,822. If it lasts, would it not be somewhat risky to throw probationers from India into that atmosphere, because no matter how well some of them may be treated they are likely to be affected by the feeling which is common among their countrymen there?—I do not think that the danger you fear would be absent in a special institution. It is quite conceivable that in the narrow surroundings of a special institution dangers of that kind might be aggravated rather than diminished.

55,823. There would be one factor absent there; the probationers would not be affected by the feelings which might prevail among other students from their country. A young man from India who comes to Cambridge for his general education might be ill-treated and that may affect the entire Indian community in Cambridge, but there would be no chance of that in a special institution?—I lay great stress upon the fact that they will be select Indians, and I think they would be much less influenced by any supposed feeling amongst the Indians at Cambridge than a solitary young man coming over by himself.

55,824. If the Indians get on fairly well probably the danger may not be very serious, but if there is a prejudice against Indians as a class which would affect picked men and unpicked men, the thing would be serious?—Yes.

55,825. How many men are selected for Egypt and the Soudan each year?—(*Mr. Mollison.*) A very small number. In some years perhaps only two are selected.

55,826. It is possible to adopt methods of selection in the case of a small number which cannot be adopted in the case of a large number?—That is so. What is applicable to Egypt and the Soudan may not be applicable to a large number for India.

55,827. You have expressed a general feeling of dissatisfaction about the results of the competitive examination as applied to the Public Services?—Not quite. I think it is a sort of feeling that the competitive examination requires to be supplemented. The number of cases of unsuitable candidates is very small but one or two unsuitable candidates going out to India may do a great deal of harm.

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55,828. Is this dissatisfaction or whatever it is, based on any experience or is it merely a theoretical opinion?—It is based on some experience of pupils of my own who have gone to India whom I thought not very suitable. But it is not to be assumed that there is very great dissatisfaction with the results of the competitive examination. From time to time certain successful candidates are considered unsuitable.

55,829. Have you had the results of any other system of selection before you to justify the opinion that a purely competitive examination may not after all be the best method of selection. Is there any other method that has been tried on a sufficiently large scale to show that better results may be obtained by it?—No other system has been tried.

55,830. So that to that extent it would be an experiment only?—Yes.

55,831. You are aware of the opinion Lord Macaulay expressed in 1853 that success in a stiff examination is not merely a test of intellectual ability but is also a guarantee of certain moral qualities—industry, perseverance, determination, self-denial, and so on. Do you agree with that on the whole?—I do.

55,832. That means that it is a test also of moral qualities and not merely of intellectual ability?—I think it shows hard work, tenacity, postponing immediate pleasures to a great end.

55,833. It also means laudable ambition?—I quite agree.

55,834. That is confirmed by something you said incidentally in answer to a question of Sir Theodore Morison, that in your experience you had not known a man who was unsatisfactory in conduct and character to persevere to the end?—I can say that from many years' experience.

55,835. So that there is a close connection between intellectual and moral qualities so far as young men at the Universities are concerned?—I quite agree with that.

55,836. If you have a large number of candidates and have to select a large number of men, open competition is an easily workable method of selection, and it has moreover been found in practice to be a fairly satisfactory test of both intellectual and moral qualities; and, further, no other method has been tried whereby moral and intellectual qualities could be tested in a more satisfactory manner than at present?—No, it has not been tried on a large scale, but I said that I did not think any private business would take men, whatever their intellectual qualifications, without assuring itself of their fitness for a particular post.

55,837. But you have the fact that on the whole there have not been many failures as the result of the present system, and you have also to take into consideration the fact that while in a private business concern the interest of the Head is an active element, in the public service there are other considerations which

may come in?—Yes. We recognise the difficulty of procedure, and it may well turn out that the difficulties of procedure are so great that the present system ought to prevail.

55,838. (*Mr. Sly.*) One of the suggestions put forward in your written answers (55,703) is that Law should be made a compulsory subject at the open competitive examination for the Indian Civil Service. Is that quite consistent with the principle laid down by Lord Macaulay, and hitherto followed, that the examination should be limited to subjects which would be included only in a liberal general education, and not any specialised subjects for the future career in India?—(*Mr. Mollison.*) Law has been for many years included in the list of subjects recognised for the open competition as a part of a liberal education.

55,839. But not as a compulsory subject, as now suggested?—Not as a compulsory subject. Up to now there has been no compulsory subject.

55,840. Will not the effect of making it compulsory be largely to limit the field of candidates for the Indian Civil Service? For instance, would it not strike out many of the Honours' courses?—I do not think it would limit them at that age. Most Indian Civil Service candidates now take more than one Tripos. If it were properly weighted it would probably have the effect of turning their attention towards Law as their second subject. We put forward the suggestion as we understood there had been strong evidence before the Commission that weakness in Law was one of the great objections to the present Indian civilian, and this might be such an overpowering consideration as to justify the Government in India making Law a compulsory subject in the open competition.

55,841. Would it have the effect of restricting the number of candidates from the University who would be prepared to go up for the examination?—I do not think so. At the present moment candidates when thinking over a second Tripos are very often hesitating whether to take up, for example, History or Law, and this would determine them in favour of taking Law in place of History. It would do nothing to limit the number of candidates in any way.

55,842. So far as Cambridge University is concerned?—That is so.

55,843. You would rather not express an opinion as regards other Universities?—I am not in a position to do so.

55,844. You have told us that the demand for University Honours men is increasing to such an extent that it is difficult to supply the demand, and you have given us an outline of the system followed by the Appointments Board. Can you tell us how the Indian Civil Service compares as a career in the selection of University men?—The question of the comparative attractiveness of a business career and of the Indian Civil Service is a very difficult one to express an opinion upon, but

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there is no doubt, I think, that the facility with which men with great personal fitness can get suitable and very profitable commercial appointments does probably affect a number of men who would in previous years have been candidates for the Public Service. (Dr. Parry.) Just as it has diminished the number going in for school work.

55,845. We have been told that the best of the scholars of the University who are not of an ambitious nature are attracted to the Fellowships of the colleges or careers of that nature, and that out of the men who are attracted to a more ambitious public career the first flight of men are undoubtedly attracted by the Bar or some other open career of that kind, while the Home Civil Service and the Indian Civil Service attract only the second flight of scholars at the University?—(Mr. Mollison.) I should hardly have said that. I should have said that there are a few of the most ambitious who are attracted by a public career which offers much greater awards, but most of the candidates from Cambridge who get into the Public Services have been scholars of their colleges.

55,846. We have been told that the average of candidates getting into the Civil Service, regarded from the point of view of University honours, is gradually deteriorating?—I should not have thought so. I have the figures here for 1912. The 31 candidates from Cambridge who were in the first successful list issued by the Civil Service Commissioners, had, in the aggregate, 23 first classes, 22 second classes, and 7 third classes.

55,847. What about prizes?—I did not take them into account.

55,848. Take another point which seems very clear from the statistics, that of recent years there has been a distinct tendency to prefer the Home Civil Service to the Indian Civil Service in the selection?—Apparently that has been so to some extent. I noticed the other day that the first candidate who took India was 11th on the list, that the first 10 preferred the Home Service. That would seem to indicate the relative unpopularity of the Indian Civil Service, but I do not know that there is enough to go upon. The figures for the last four years are as follows:—Out of the first 20 in 1909, 13 selected the Home Service and 7 India; in 1910, 10 selected the Home Service and 10 went to India; in 1911, 16 went into the Home Service and 4 to India; and last year there were 14 who took the Home Service and 6 who went to India.

55,849. Did you examine the statistics of the earlier years, which I believe show a strong preference for India?—20 years ago they would have shown a strong preference. For various reasons the number of Home appointments has very much increased of recent years.

55,850. Apart from the number of appointments, can you tell us what are the considera-

tions that weigh with the successful candidates in preferring the Home Service in recent years?—Very often there are family reasons. Perhaps the boy is an only son. There are other reasons which I can only speak of from hearsay, such as complaints that expenses in India have gone up, and that the preliminary payment when a Civilian goes out is very inadequate for him. There are also complaints that the prizes in India go outside the covenanted Civil Service. I think mainly personal and family considerations affect the matter, and perhaps lack of enterprise.

55,851. As far as you know those are the considerations which affect the actual candidates who select?—I think the personal temperament of the candidate enters into it very largely. No doubt the recent state of affairs accounts for it also to some extent.

55,852. Do you consider, from your knowledge of the graduates who go up for this examination, that any improvement in the conditions of service in India, in the financial direction, would have an effect upon the quality of the candidates who go to India?—It would have an effect on the parents of those who knew intimately about India, retired Civil Servants and others, but it would not have a general effect for some time, I think.

55,853. One criticism directed against the present system is that men go up for the combined examination and eventually select India, not because they have any desire to go to India, but simply because by stress of circumstances they are obliged to accept an appointment?—I should have thought that the Colonial Service in Hong Kong and Ceylon was more frequently taken under such circumstances than India. I think the candidates who go to India, even if they prefer the Home Service, are quite happy to take up an appointment in India, and even candidates who are appointed to Ceylon and Hong Kong and the Malay States are satisfied when they have taken up such appointments.

55,854. We have been told that there is a general impression that the Colonial Service is what was termed on the upgrade and the Indian Civil Service on the downgrade, and that is affecting the selection of candidates. Have you heard that at all at Cambridge?—I have known many candidates who have preferred the Home Civil Service to India, but I have never known of Colonial appointments being preferred to India.

55,855. Do you consider it important that for an examination of this nature there should be two chances for a candidate, that he should have a chance of going up for two successive years?—I do not think it is important he should have two chances, but that is strictly my own personal opinion. Probably Dr. Parry may have a different opinion. Unless a candidate is ill on any particular occasion, I see no disadvantage in his being restricted to one trial.

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55,856. Would not that unduly restrict the field of candidates for the examination, the risk of failure being too great?—Any answer I gave to that would be rather speculative, and I hardly like to answer that question.

55,857. (*Mr. Fisher.*) When your Committee came to the conclusion that 23 would be a suitable age for the open competitive examination, had you in mind the probability that the examination for the Home Service and the Colonial Service would remain where it is?—(*Mr. Mollison.*) That is a difficulty to be considered.

55,858. Do you not think that if you had two public examinations of a competitive character following upon one another so closely it would very much disorganise University life?—I should have thought if the age was 23 there would not be two examinations, but only one.

55,859. Assuming the Civil Service Commissioners did not see their way to make the change, what would be your view?—While the age was  $21\frac{1}{2}$  to  $23\frac{1}{2}$  for the Indian Civil Service and 24 for the Home Civil Service the examination was joint. I do not see why, if the age for the Indian Service is 23 and for the Home Service 24, there might not be one examination, different maximum marks being assigned for the two services. I should deplore two examinations of a public nature following one another so closely.

55,860. So that if the examination for the Home Civil Service remained as it is at present, would you consider there would be a distinct advantage in having a considerable interval of time between the Indian Civil Service and the Home Civil Service?—Assuming you want the age for the Indian Civil Service earlier in order to allow the Indian probationer to specialise in Indian subjects, would it not be desirable, from the point of view of Cambridge University, that the Indian examination should be rather earlier than 23?—No. (*Dr. Parry.*) No.

55,861. You still think that a public examination at 23 followed by another public examination at 24 would be preferable to public examinations divided one from the other by a period of three years?—(*Mr. Mollison.*) Certainly.

55,862. I rather assumed in reading your answers that you have not taken into account the fact that if the age for the Indian examinations was put earlier it would not entail the age for the Home Service examination being put earlier?—I think we took that into account when we indicated that if the lower age was taken there might be some modification of the examination. I think the same examination would serve with a different maximum of marks for the two sets of candidates.

55,863. No doubt it would be desirable not to separate the examination, but supposing the Civil Service Commissioners said they

were quite satisfied with the men they were getting at the present age of 24, and whatever India wanted they would not change the age for the examination for the Home Civil Service, then you have the examination at 24 for the Home Service, and an examination at an earlier period for the Indian Civil Service. The question is what that earlier period is to be. The consideration I was submitting to you was, supposing that earlier period is only to be one year before the period of the Home Service, will not that be a bad thing for University education?—I think not, if the difference is one year with a modification in the examination. (*Dr. Parry.*) I do not see how it would affect it at all. We have answered that question by saying that we think the period of examination for the Civil Service could be reduced by one year. Supposing it was reduced by one year only for the Indian Civil Service, it would merely mean that a man would have the examination that year, and if he did not get in, and thought he had had bad luck, he could try for the Home Civil Service next year. The University course is affected only by the earliest examination.

55,864. Would you not have your candidates trying for the Indian Civil Service a year before their last possible year, and therefore for three years during their University period they would be trying for public examinations? It would certainly fall within the University period at Oxford?—They would not begin until the end of the third year of their University life according to any age we have here.

55,865. If a boy comes up to the University at  $19\frac{1}{2}$ , as all our best boys do?—His first examination for the Indian Civil Service on this assumption would be when he was  $23\frac{1}{2}$ . Supposing the first examination was  $22\frac{1}{2}$  he would have taken his degree with us.

55,866. He would not have taken his degree at Oxford?—He could of course, but he would not have done so ordinarily.

55,867. I see in the last paragraph of your answer to question 55,704 you say that the outlines of a course have been suggested and that your committee would be prepared to discuss those outlines. Have you the outlines with you?—(*Mr. Mollison.*) Yes, I have. I have not a printed memorandum because it is a matter that so intimately affects the final decision of the Senate that it would be better to say that when discussing our reply to the letter of this Commission suggestions were made which might form the basis of a discussion. I could give you the suggestions. Provided there were to be a three years' probation two examinations ought, in our opinion, to take place. One after a man had been in residence for fifteen months, which would include a certain amount of Law—what was suggested was jurisprudence and the law of contract—the classical language, which the India Office suggests, and the history of the Hindu

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and Muhammadan period in India. If the whole scheme was carried out the final examination would be a very heavy examination and would contain Law, such as torts, criminal law, law of evidence and probably jurisprudence, Hindu and Muhammadan Law, the vernacular language required for the Province to which the candidate was assigned, the history of British India, the elements of political economy, and some sociology and ethnology. These are simply suggestions which we have thrown out. (*Dr. Parry.*) I think it ought to be said that the committee did not go thoroughly into that. That was a suggestion of a sub-committee of ours, and we came to the conclusion that at this stage it was really impossible to go into details with any effect, but that if the thing became a practical question we saw enough to say that we could probably make a good Honours course more or less on the lines of our present Honours courses. I do not think any of these things must be taken as anything more than indications to the Committee itself of what might be possible.

55,868. Did your committee discuss the whole question of principle as to whether the legal education should be of a general kind or a rather special kind? When you speak of the law of evidence does it refer to the Indian Code?--(*Mr. Mollison.*) It would be in addition to the Indian Codes.

55,869. At what stage do you think it would be profitable to have this conference with your committee?--I suppose the stage at which it would be most profitable would be when the period of probation has been fixed.

55,870. Were your committee of opinion that there was a great advantage in putting the Indian Civil Service probationers through a University Honours course?--Assuming that the school-leaving age is accepted there are two alternatives, the alternative of putting them through a course of probation somewhat on the old model arranged by the Civil Service Commissioners, and standing quite outside the University curriculum, and not carrying with it the University degree, and there is the other alternative of the University establishing an Honours course which would serve to give the probationer his University degree and at the same time determine his place in the Service. In one case he would not secure a degree and in the other he would?--We have laid great stress on that in our written answers. If we are to maintain a high standard of industry amongst the candidates there must be some risk of rejection, and we say therefore it is most important that in the case of rejection a man should not find himself seriously handicapped in turning to another profession. With a University training and degree this danger would not be so great. But if the probation took place at a special institution the danger might be such as to affect seriously the attractiveness of the original competition.

55,871. In other words, you are strongly in favour of the probationer being put through an Honours course at one of the old Universities?--Yes, for his own sake.

55,872. (*Mr. Madge.*) You say that your committee has prepared the outlines of a probationary course. Is this based on the idea that the lower age will be accepted and a special institution established, or will it be applicable in any case?--(*Mr. Mollison.*) This was on the assumption of the lower age, and that probationers would take a University Honours course. It was a scheme for University honours.

55,873. As a matter of fact, evidence was given in India to the effect that the Indian Civil Service men now come out to India too late, but there was equally strong and authoritative evidence in the opposite direction. So that although you rightly attach importance to the interests of the Government of India, it is quite premature, until our Report is submitted on the whole evidence, to say what those interests really are. If any opinions you have given here were based on what you consider to be a conclusion reached as to the lowering of the age I would like to correct that impression?--(*Dr. Parry.*) I do not think that in any of our remarks we have given that impression. We have given our opinion without reference to that. The opinion of our committee is unanimous and very strong against the lowering of the age. We have simply answered the questions which were sent to us.

55,874. Practically so far as any opinion you have given here is concerned, favouring either a special institution or the lowering of the age, it is entirely conditional?--We have given no opinion in favour of a special institution, and so far as we have dealt with the subjects which implied the lowering of the age it has been in spite of our opinion against the lowering of the age.

55,875. (*Mr. Abdur Rahim.*) I see you make a valuable suggestion that Law might be made a compulsory subject and sufficient weight attached to it. Have you thought out what marks you would be in that case disposed to assign to Law?--(*Mr. Mollison.*) I cannot say that I have, but I did indicate the very insufficient number of marks at present assigned to Law. To five law subjects only 500 marks are assigned. In assigning marks by the Civil Service Commissioners there is usually a conference between them and the educational bodies interested in the examination.

55,876. Would you assign the same marks to Law as are assigned to Mathematics?--I think not, because I think a man must spend many years in order to attain proficiency in what is called Mathematics I. and Mathematics II., while a much shorter period is necessary for Law. Also I should anticipate

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that the candidate taking Law would come to it at a mature age and after his main studies, and would consequently be able to master it in a very much shorter time.

55,877. But you would assign something substantially more than 500?—Very substantially more.

55,878. I understand you are of opinion that the study of the general principles of law and jurisprudence properly form part of a liberal education?—The University certainly regards it as such. Candidates for honours in Cambridge can take their degree entirely on a study of Law, including jurisprudence and Roman law and English law. I certainly consider Law as a very great element in a liberal education.

55,879. I think you said you would like to see some means of testing the personal fitness of candidates, and I think you distinguished that from conduct and character?—Yes, to some extent. It was in contradistinction to the ability which enables a man to pass an examination well. There are many men who can pass examinations whose conduct and character are excellent, but who are quite unfitted for executive posts.

55,880. I think you also said that those who pass in a competitive examination of this character are generally men to whose conduct and character there can be no serious objection taken?—I have never known a case to the contrary.

55,881. But you have known cases in which the men were not personally fit for great responsibilities?—I have known a few cases.

55,882. Do you think all those cases would have been eliminated if a proper Board had interviewed such candidates?—There would have been a chance of it.

55,883. (*Sir Murray Hammick.*) We were told that at Oxford probably there would be considerable opposition on the part of people who are generally called purists to any examination which would be likely to satisfy, on its practical side, the views of the Civil Service Commissioners as a qualification for a Civilian's post in India, that there would be great opposition to any examination of that sort being made an examination for a degree in Honours at the University. Do you think there is likely to be the same opposition in Cambridge?—(*Mr. Mollison.*) It would depend very much on the details.

55,884. You think it is quite possible you could get an examination which would suit the Civil Service Commissioners, and at the same time the Senate of the University?—It seems to me that Law and Languages and History are very fit subjects for a University examination. (*Dr. Parry.*) Of course the whole curriculum of Cambridge is so very different from the curriculum of Oxford. At Cambridge, for good or for evil, we have gone on the principle of specialised Honours courses.

We allow men to specialise practically as much as they like, trying to secure that in the line they take they get a thoroughly good training. Therefore it is probably easier for us to create a new course of this kind which in some respects will in its educational effect be decidedly wider than the courses which many of our men now take, and consequently I think it would be unreasonable that it should be rejected or criticised as a degree course.

55,885. You think that if this probationary course was made to lead up to an Honours degree it would be easier to get rid of men who did not satisfy the examiners at the final examination by turning them out than it would be if you did not give a degree for that course?—Very much easier, because the man has then got his degree and is obviously a man of ability or he would not have been selected, and he stands at the end of his three years with probably a good degree, and has the chance that any other man who has come from Cambridge with a good degree has of getting employment.

55,886. In that way you think it would be very valuable to make this a degree course, that it would probably be an incentive to work on the part of the probationer, and that being turned out as unfit for an Indian career would not hit him so hard?—That is a most important point.

55,887. The master of Balliol said it was absolutely cruel to turn a man out after a three years' course when you had made him a selected candidate, but you think that would be alleviated a great deal if he were taking his degree at the same time?—In our written answers we lay great stress on the difficulty of turning a man away after three years, and in any case there would be a great difficulty, but if he is able to take a degree it does to a certain extent diminish it. (*Mr. Mollison.*) With regard to that objection, there is a point which has no doubt been before the minds of the Commission. If a candidate merely failed in the final examination, repayment of the subsidy could not be expected from him. Some candidates who, perhaps during the three years, had changed their intention and did not much care about going to India, might make very little effort to avoid failure, and you are confronted with a very serious difficulty. We have had some experience in Cambridge of similar difficulties with regard to subsidised candidates in other subjects. I do not say a man would purposely fail, but he might make little effort to pass.

55,888. That is a difficulty in this scheme which has very strongly impressed itself upon me, that it would be difficult to give the incentive to work during a course?—I quite agree. I think it is a very serious difficulty facing the school-leaving age. There are other difficulties which have not been alluded to this afternoon, but that is a very serious one.

55,889. (*Chairman.*) I notice at the end of your written answers (55,705) you mention

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that there is an annual grant to the University from the India Office. Could you tell us the amount of the grant at present?—At present it is 500*l.*, but the University makes a grant to the Indian Civil Service Board of 750*l.*

55,890. Assuming that a three years' probationary course were established on the

lines we have been discussing this afternoon, would the expenses attached to this particular instruction be increased?—That would depend very much on the course. There would be a certain increase.

(The witnesses withdrew.)

(Adjourned to to-morrow at 10.30 a.m.)

## At 12, Queen Anne's Gate, London, S.W.

Friday, 18th July 1913.

### SIXTY-SECOND DAY.

#### PRESENT :

THE RIGHT HON. THE LORD ISLINGTON, C.C.M.G., D.S.O. (*Chairman*).

THE EARL OF RONALDSHAY, M.P.

SIR MURRAY HAMMICK, K.C.S.I., C.I.E.

SIR THEODORE MORISON, K.C.I.E.

MAHADEV BHASKAR CHAUBAL, Esq., C.S.I.

ABDUR RAHIM, Esq.

GOPAL KRISHNA GOKHALE, Esq., C.I.E.

WALTER CULLEY MADGE, Esq., C.I.E.

FRANK GEORGE SLY, Esq., C.S.I.

HERBERT ALBERT LAURENS FISHER, Esq.

M. S. D. BUTLER, Esq., C.V.O., C.I.E. (*Joint Secretary*).

JOHN WILLIAM NEILL, Esq., Professor of Indian Law and Reader of Marathi, and Censor of the Indian School at University College (late of the Indian Civil Service).

*Written answers on behalf of the University of London relating to the Indian Civil Service.*

55,891. What is the opinion held by the authorities of the University of London with regard to a view, which was given in evidence in India, that Indian Civilians now come out to India too old, and with an insufficient knowledge of Law and other specialised subjects required for the performance of their duties, and that, in consequence, the competitive examination for admission to the Service should be held at an age between 18 and 20, and that this should be followed by a period of probation of three years, to be spent at one or more Universities, or at a special Institution established for the purpose?—The Indian Civil Service is intended to fill the highest and most important posts in the administration of the country, and being now the only permanent English official element in India, it is essential that it should be a service of men reared in English traditions, cherishing English ideals, having had the best education that can be given, and imbued with the ideas and sentiments diffused among the educated classes in England. By the best education must be understood the best education that will prepare them to perform their duty in a country differing widely from their own in many respects, where their work will be of a very multifarious character, for which no specialised instruction at home can fully

fit them. They will have much to learn when they get to India, and it is, therefore, essential that they should arrive in the country at an age when their minds are still readily open to impressions, before they have formed fixed views and a determined outlook on life, and are still young and adaptable enough to look on Indian ways and Indian thoughts and Indian life with sympathy and interest and to accommodate themselves to regard what concerns the people from another than a purely English or European standpoint and understanding.

It seems to me that young men who go out to India at 25, after a University education, some of them having distinguished themselves at the University, go out too late to adapt themselves as fully as is desirable to the life they have to lead, and the people among whom they have to dwell; and I think it would be better that they should begin their Indian career at an age not later than 22. Indeed, if it were not for the desire which is so generally entertained that these young men should be recruited from the English Universities and should, if possible, have taken a degree, I personally think an earlier age would be even better. If, however, the age for beginning service in India is fixed at 22 there is time for a University training, and it must be decided whether such University training is to precede or to follow selection for the Service.

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On this point I am very strongly of opinion that it should follow selection, and therefore that selection should be made at an early age—between 18 and 19. It is said that at present Indian Civilians go out to India with an insufficient knowledge of Law and other specialised subjects required for the performance of their duties, and a little while back there was some suggestion of keeping selected candidates for a second year so that they might obtain a better knowledge of Law and Indian languages, and learn something of Indian literature and Philosophy and Indian thought, manners, and Sociology, and so forth. I was always opposed to this because I held that the age at which the selected candidates went out was already too late, and that it was unfair to keep back men of that age for another year; and because I have always thought that if the Service was to be recruited from the Universities at so late an age, many of the subjects considered necessary for the equipment of an Indian Civilian should have formed part of a University course and should have been made compulsory subjects in the competitive examination. Moreover, I was persuaded that there was a tendency to overload the young Civilian with Oriental learning and to turn out a student rather than an intelligent man of action. The objection to making certain subjects compulsory for the competitive examination was, of course, that those who did not succeed in the examination would have turned aside from more profitable studies, and that would keep many good men from thinking of the Indian service. On the other hand some men have been deterred from taking the Indian service by the knowledge that even if successful, or when successful, they would be detained for at least one year before starting in life. But if University training is considered desirable and if some special study is held to be necessary as a preparation for an Indian career, it is surely best that this training should be obtained at a University after selection. One reason has already been noted, but it may be added that when the competition for the Service takes place later, after a three or four years' residence at the University, only those will compete and accept the Indian appointments if successful, who have found nothing that they like better; and at present there can be no doubt that the successful candidates at the top of the list almost invariably choose the Home Civil Service.

The great objection to lowering the age of selection to 18—19 is that competition at that early age is likely to lead to special preparation and to produce evil results. If it were possible to adopt some other mode of selection it would certainly be preferable, for a competitive examination is a very imperfect test of fitness, or ability, or capacity. It seems to me one of the worst methods of selection that can be employed, and its results have not been patently bad, perhaps, because any mode of selection would probably result in the same

proportion of good and indifferent; but the harm that it does lies in the strain that it puts on those who prepare for such examinations and the bad methods of teaching and learning that it encourages. In some departments the Government have adopted a system of selection instead of relying, as formerly, on competitive examination; for instance, for admission to the Public Works Department in India, and I think also to the Forest Department. To the higher posts in the Education Department appointments are also made by selection, or at any rate by direct appointment, and the adoption of some such method in the case of the Civil Service would obviate the evil that I have alluded to. In the case of the Indian Civil Service might not a Board of Selection choose the most suitable from amongst a number of candidates selected by Headmasters of Secondary Schools from among the most promising of their pupils who had been successful in passing a prescribed qualifying examination? Selection by such a Board is the method of appointing cadets in the Royal Navy, and it is with the aid of a Board of Selection that the Civil Service of the Sudan is recruited. But if perchance one must bow the knee before competitive examinations, still it might be possible for the Civil Service Commissioners to frame a standard of examination and limit the subjects of the examination, and regulate the nature of the examination so as to test the candidate's power to make use of his knowledge. Moreover, I think candidates should be required to produce certificates of proficiency in games or some form of athletic exercise.

It would be difficult to make allowance for physical advantages, for bearing and manner and mode of address, but no one who has lived in Oriental countries would deny how valuable such qualities or endowments are to their possessor, and how much they contribute to his consideration and influence.

55,892. In the event of any changes in the direction of lowering the age limits for the Indian Civil Service examination, it is probable that the University of London would be willing to devise an Honours course of Indian studies suitable for such probationers, and carrying with it the University degree? The course of instruction would, under any such system, it is anticipated, include (i) Law, (ii) the elements of one classical and one vernacular language, and (iii) Indian history, Sociology, and Economics?—The young men selected at the age of 18 or 19 might be required to spend the next three years at a University and pursue a prescribed course of study embracing the subjects which have been indicated by the Royal Commission as those which are suitable for Indian Civil Servants. These are one or other of the classical Oriental languages, one, or perhaps more than one, vernacular language, Law, History, Sociology, and Economics.

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An Honours course might easily be devised out of these subjects, and they are one and all altogether appropriate.

55,893. What provision is at present afforded in the University of London for teaching (i) Law, (ii) Classical languages, and (iii) Indian history, Sociology and Economics; and is there any system of training and supervision designed for Indian Civil Service probationers?— Provision already exists for the teaching of all these subjects in the University, though in some of them it might be necessary to strengthen and develop the teaching. Thus in the Faculty of Laws, full instruction courses are given to students working for the LL.B. degree, and in some cases special instruction classes are held, in Roman Law, Jurisprudence, Constitutional Law, the Elements of Contract and Tort, the Origin, History and General principles of English Equity, Criminal Law and Procedure, the Law of Evidence, the Law of Real and Personal Property, Mercantile Contracts, Bankruptcy, Partnership, Companies, Civil Procedure, Public International Law, Private International Law, the Indian Criminal Law and Procedure, Hindu Law, Muhammadan Law, Roman Dutch Law, and the Code Napoléon.

As regards the teaching of Oriental languages, provision exists for the teaching of Sanskrit, Arabic and Persian, and all the vernacular languages of India which the selected candidates for the Indian Civil Service are required to study during their year of probation. This instruction is probably as full as could be found anywhere at present, but it may be expected that before long there will be established in London the School of Oriental Studies so strongly advocated by the Departmental Committee presided over by Lord Reay, the organisation of which is still under the consideration of a Departmental Committee under the Chairmanship of Lord Cromer. The Royal Commission on University Education in London, which reported during the present year (1913), have proposed that this School should eventually become the University Department of Oriental Studies.

The University has a great variety of courses on History, ancient and modern, on periods of European and of English history. The history of India, both in the Hindu and Muhammadan periods, as well as in connection with the rivalry of European nations and the rise and expansion of the British Dominion, and also the more recent history, has been taught as part of the course for Indian Civil Service probationers.

Courses in Sociology have been provided for students as part of the course for the Honours degree in Philosophy and also as part of the course for the Honours degree in Economics, and for students generally. These courses treat, among other matters, of Social Organisation and Kinship, Social Institutions, Social Evolution, Comparative Institutions,

Ethnology, and quite recently a Chair of Ethnology has been created to which Dr. C. G. Seligmann has been appointed. There has so far been no systematic teaching on *Indian Sociology*, though from time to time public lectures on the subject have been given; but such teaching in reference to India might be expanded and systematised, although it would appear desirable that the study of Indian Sociology should be preceded by a more general view of the subject.

Finally, that the subject of Economics finds ample recognition in the teaching of the University, will appear from the following list of courses of lectures given during 1912–13 at University College and King's College and the London School of Economics.

*University College* :— Economic History from 1688–1789, 15 lectures by H. S. Foxwell, M.A., F.B.A., Professor of Political Economy in the University of London. Outlines of British Colonial History, 30 lectures by E. A. Fulton, M.A. Industrial Economics, Markets and Dealing, 22 lectures by Professor Foxwell. Economics Analysis, 22 lectures by Professor Foxwell. Currency, Banking, and the Exchanges, 22 lectures by Professor Foxwell.

*King's College* :— Economic Issues in Modern Social Problems, 10 lectures by E. J. Urwick, M.A., Tooke Professor of Economic Science and Statistics. Some Problems of Social Economics, 10 lectures by Professor Urwick.

*London School of Economics and Political Science* :— The Elements of Economics, 30 lectures by Edwin Cannan, M.A., LL.D., Professor of Political Economy in the University of London. Principles of Economics, including the History of Economic Theory, 30 lectures by Professor Cannan. Economic Theory (Class) by Professor Cannan. First Principles of Economics, 30 lectures by H. B. Lees Smith, M.A., M.P. The Human Basis and Social Function of Political Economy, eight lectures by the Rev. Philip H. Wicksteed, M.A. Mathematics Preparatory to Statistics, 60 lectures by A. L. Bowley, Sc.D., F.S.S., F.E.S., Reader in Statistics. Methods and Applications of Statistics, 30 lectures by Dr. Bowley. Mathematical Methods of Statistics, 15 lectures by Dr. Bowley. Recent Blue Books on Social and Industrial Progress, two lectures by Dr. Bowley. The Census of an Indian Province, two lectures by C. Morgan Webb, M.A. The History of Political Ideas in connection with the History of Europe and the United States, 30 lectures by Ernest Barker, M.A. The History of Political Ideas (Class) by Mr. Barker. Political Psychology, 20 lectures by Graham Wallas, M.A., Reader in Public Administration in the University of London. Federal Government, six lectures by J. H. Morgan, M.A., Acting Professor of Constitutional Law at University College. The British Constitution, 30 lectures by Mr. Lees Smith. The Central Government of the United Kingdom, 30 lectures by Mr. Lees

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Smith. Public Administration, with reference to the Central and Local Government of Great Britain (Class) by Mr. Lees Smith. The Local Government of England, 11 lectures by Mr. Lees Smith. The British System of Local Government, 10 lectures by Mr. Lees Smith. Public Administration with special reference to the Local Government of Great Britain, 30 lectures by Mr. Wallas. The Distinctive National Characteristics of British Political Institutions, 10 lectures by Mr. Wallas. The Evolution of English Poor Law Policy from 1834 to 1913, three lectures by Sidney Webb, LL.B., Professor of Public Administration in the University of London. The Principles of Public Finance, 10 lectures by Professor Cannon. Mediæval Economic and Social History, 30 lectures by C. Hilary Jenkinson, B.A., F.S.A., F.R.Hist.S. The Political Position of the Great Powers, including the United States, 30 lectures by P. A. Brown, M.A. The Political Development of England, six lectures by Harold W. V. Temperley, M.A., F.R.Hist.S. Economic History: The Growth of English Industry, with special reference to the period after 1760, 30 lectures by Lilian Knowles, Litt.D., Reader in Economic History in the University of London. The Growth of English Commerce and Colonisation, with special reference to the period after 1846, 33 lectures by Dr. Knowles. Economic History: English Economic Development between 1485 and 1760, 30 lectures by Dr. Knowles.

As in the case of Sociology, so also in the case of Economics, such teaching as has been given has not had special regard to India and its social or economic condition: but while it might be quite feasible to keep in view the special circumstances of India when expounding the principles of the science, and to use Indian phenomena by way of illustration; yet there is much to be said in favour of confining attention to general principles and stimulating thought and observation by illustrating what is taught by reference to what is familiar to the student or what he can readily ascertain and understand, instead of obliging him to take on trust what may seem to him altogether strange or absurd. The object, it may be assumed, is not to indoctrinate the young civilian with any particular economic views, but rather to enable him, when occasion arises, to form an intelligent opinion of his own by the application of scientific methods.

In order to devise an Honours course to carry a degree after examination it would be necessary to limit and co-ordinate these subjects in a proper measure. The student would not be expected to specialise in Law to the extent of qualifying for the LL.B. degree, nor yet in Economics or Sociology to the extent of taking the degree in Economics. In the matter of Law it may be assumed that he should be well grounded in the fundamental principles or elements of Law in general; that, with the elements of the Law of Contract and

Tort and the general principles of Equity, and the Criminal Law of India, including the Law of Evidence, with some part of the Hindu and Muhammadan law would probably be quite as much as could fairly be required.

I think it is the case that the young Civil Servant is, for the first years of his service at any rate, concerned only with the Criminal law, and unless he eventually selects the Judicial branch of the Service, he is not called upon to know more Law. With his previous training he ought, if he joins the Judicial Department, to find no difficulty in mastering the Law of India, which is embodied in the Acts of the Indian Legislature. And important though a knowledge of Law is in the administration of justice, the careful sifting and ascertaining of facts is more important; indeed, if I were permitted to refer to my own experience in India I would venture to say that infinitely more mischief is done by mistakes in procedure and an imperfect elucidation of facts, than by mistakes in Law, which are much more easily set right.

After Law, Indian languages are mentioned as a main subject of study. The preliminary study in England of the Indian vernaculars is unquestionably necessary. The simultaneous study of a classical Indian language would in most cases be desirable, and a knowledge of the classical language would be helpful in the study of the vernacular. But—and here I express my personal views—I think it may be doubted whether the study of a classical language should be made imperative. There are some persons to whom the study of a language presents peculiar difficulties, men who nevertheless would in India make excellent public servants and in whose case some alternative might perhaps be allowed; for to force on them a distasteful and unprofitable study would be a waste of their time. In the case, too, of selected candidates for service in Burma the study of an Indian classical language would be of no direct value. I only, however, venture to enter a caveat against making the curricula too inelastic.

The actual lines which the curricula should follow and the syllabus of the examination for the degree would have to be very carefully considered, and without such previous careful consideration it is impossible to say more.

Indian Civil Service probationers have from the first been allowed to spend their period of probation at University College. The proportion of the probationers who elected to do so was not large, but has been somewhat greater of late years than formerly. During the last decade the number has varied from 18 to 9. There is a staff of teachers in the various subjects prescribed by the Civil Service Commissioners; and the Censor of the Indian Department, as he is called, exercises a control over the students generally, approves their residence, satisfies himself that they spend their time profitably—that they attend lectures regularly, and so forth. They

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consult him on all matters. A Board of Indian Studies regulates courses and other matters connected with tuition. Many of the probationers are young men whose parents or relations reside in London or the neighbourhood, and who live with them. Some have been previously residing in London, living by themselves and pursuing their studies. In their case and in the case of others coming from a distance the Censor is consulted as to their residence, and seeing that these young

men are 24 years of age the Censor has not found it necessary to exercise such strict supervision over them as would have been necessary when the age of admission to the competition was lower. If, however, the age is lowered to 18 or 19 it would seem desirable that those probationers who do not reside with their parents should reside during the University Session in one of the hostels of University.

Professor J. W. NEILL called and examined.

55,894. (*Chairman.*) You are the Professor of Indian Law at the University of London, are you not?—Yes.

55,895. The written answers which you have been good enough to send to us in reply to the letter we wrote, represent the views, I take it, of the University?—Yes.

55,896. And in speaking to-day you are speaking on behalf of the University?—Yes. If I say anything for myself I will state distinctly that it is my own opinion and not that of the University; but otherwise I shall simply speak for the University.

55,897. For how many years have you been attached to the London University?—Since 1895.

55,898. Prior to that you were in India, were you not?—I was.

55,899. How long were you in India?—Nearly 30 years.

55,900. So that you have the advantage of being able to speak with the combined experience of Indian and English conditions?—Yes.

55,901. Your University regards the present age for the examination as being too high?—Yes.

55,902. And the same holds good of the age of the arrival of the Civilian in India?—That is so.

55,903. You also appreciate the contention that, under the present system, the Civilian is not sufficiently trained in certain very important subjects, such as Languages and Law?—To some extent; but personally, I think the objection on the ground of Law is somewhat exaggerated. That is my personal opinion; the University, of course, accepts entirely what is said on that point in your questions.

55,904. Your University accepts 22 as an appropriate age for the arrival of the Civilian in India, and does not object to the school-leaving age for the competitive examination. It also accepts the idea of the three years' probation?—It does.

55,905. You say that selection should take place prior to the examination. Do you mean that you would like to see introduced something in the nature of a scrutiny of the candidates prior to their going up for the examination, with a view to rejecting them if they were considered unsuitable?—Quite so.

55,906. How would you propose to make your selection?—I should make the boys appear for a qualifying examination, and then those who passed should come before a Committee of Selection.

55,907. How would such a Committee find out who were the best of those who had passed the qualifying examination?—They would take those who, in the opinion of their headmasters or house masters, were considered the best.

55,908. You are leaving a great discretion to these masters. What check would you have on them?—If they sent up unsuitable candidates, their recommendations would not be trusted in future.

55,909. How would you deal with boys who had not been at school?—I think probably, as a general rule, they would be unsuitable.

55,910. You would confine the candidates to boys who had been at a recognised school?—Yes.

55,911. How would your Committee be constituted?—That I would leave the Government to determine. Of course, it would have to be a mixed Board. There is now a Board of Selection for the Navy which seems to answer perfectly well. Of course, candidates for the Navy are selected at a much earlier age, but I do not think that makes any difference in the principle.

55,912. You say that "In some departments the Government have adopted a system of selection instead of relying, as formerly, on competitive examination." You are alluding there to the more technical Services—the Forest Department and the Public Works Department?—Exactly.

55,913. Was there ever an open competitive examination for these Services?—As far as I am aware, there was.

55,914. Your point, I understand, is that you do not regard a competitive examination as a sufficient test of whether a candidate will prove to be a thoroughly efficient administrator for India?—That is so.

55,915. And, regarding the question from that point of view, you urge that, even though there may be difficulties, something other than the mere intellectual test should be introduced?—I do.

55,916. The facilities now furnished by your University for teaching the various

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Indian subjects appear to be pretty complete. As regards Law you have practically every branch?—Yes.

55,917. Do you agree with those who suggest that any competitive examination, held at the school-leaving age, should be based upon the model of the University scholarship examinations?—Yes, but that is a matter which may be decided by the Civil Service Commissioners.

55,918. I suppose you have young men coming to your University from all the schools, not only of England but of Scotland?—We do not get very many just now from Scotland. Also London University is not so rich in scholarships as it might be. Therefore it fails to attract boys in the way that Oxford and Cambridge do.

55,919. Do you find that the boys who come from Scotland are in any way inferior to the English boys?—Not as far as I know, but I must say that I have not much experience of that. It would be very difficult for me to state that generally.

55,920. Speaking generally, do you think it would be reasonably easy for the Civil Service Commissioners to frame an examination which would give a fair chance to the best boys in all the schools?—Yes. May I say that I think the question is how to get the best candidates and not how to do justice to the schools. That seems to me to be the point. Let the schools do justice to themselves.

55,921. But you have also to consider the schools?—I do not know that I would. That is just what I would not do. I would simply consider the best way of getting the candidates.

55,922. You might have an examination which would exclude a whole group of schools?—If they were not competent, certainly.

55,923. I am not talking so much of competence as of the variety of subjects that might be taught?—A good general education for boys should be obtainable in all the schools, and the Civil Service Commissioners should frame a scheme of examination which would suit all schools which really teach properly.

55,924. The object is to get the best boys, and presumably the wider the net is spread, the more likely they are to be got?—That is so, but at the same time I think one cannot consider exactly the wants of schools, or the needs of schools, or the interests of schools.

55,925. You have ample provision in your University for teaching Oriental languages?—I think so.

55,926. You say you would not insist upon a classical language?—That is a personal statement of mine. The University does not dissent from what was stated, that a classical language should be taken, but personally it seems to me it is not absolutely essential that a classical language should be taken. I instance the case, for instance, of Burma. A classical language has to be taken there;

but I would not ask a man who is going to Burma and has to learn Burmese to take up Sanskrit or Arabic. It would be almost wholly useless to him except as a matter of scholarship.

55,927. The argument that has been urged before us by witnesses in India is that a classical language is useful for an Indian Civilian, in that it makes him capable of meeting the educated classes of India on common ground, and to that extent makes him more efficient as an officer?—To a certain extent, but I think a very limited extent. I think that point has been very greatly exaggerated. It is a very desirable thing for those who can study classical languages, a very excellent thing indeed; but I do not think it is necessary at all. We have to do not only with the educated classes, but also with the bulk of the people; and therefore, I think, although it is very desirable to encourage the study of classical languages, yet to make it compulsory for all alike might perhaps be disadvantageous. That, as I say, is a personal opinion.

55,928. You would not make it compulsory?—I have no objection against the classical languages of India. I took Sanskrit up myself in my earlier years, and it is not because I do not appreciate the study of classical languages that I oppose making the study of them compulsory.

55,929. Then you say, "I think it is the case that the young Civil Servant is, for the first years of his service at any rate, concerned only with the Criminal Law, and unless he eventually selects the judicial branch of the Service, he is not called upon to know more Law." You think the idea that there is a deficiency in Law is rather exaggerated?—Yes.

55,930. Upon what grounds do you base that opinion?—Largely my general experience in India. I should be very much surprised to hear that the Civilians who have gone out since the age was raised are more deficient than those who preceded them. I do not know on what authority, or by what persons, the charge has been made, that they are deficient in Law. As I said before, for the first few years the young Civil Servants have only to deal with Criminal Law and Revenue Law. The Revenue Law would not be taught here under any circumstances; it is purely technical. It differs in different Provinces, and therefore is not a fit subject for teaching here. So far as the Criminal Law is concerned, I think that many of the students, certainly those who pass through my hands, go out extremely well prepared, quite as well prepared as young men who go out from the Bar here in England.

55,931. Would you say there was a deficiency of knowledge of Law on the part of those who take up the judicial side under the present system of training?—That again is a matter of experience. If they have not

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studied the Civil Law, those who subsequently as Sessions Judges in India have to decide Civil cases may or may not have qualified themselves in Law. But what I say is this, that the Laws of India are so extremely plain and simple that they can be easily assimilated and learned by officers out there. It is a much more difficult matter in England.

55,932. Do you think that your University could give us what they regard as an ideal scheme for a three years' probationary course : it would be extremely useful to us if they could ?—That would be a matter of consideration. It could not be prepared at once in a day. A number of people would have to be consulted on the subject. It is not a matter to be lightly decided ; it has to be very carefully considered.

55,933. Do you think they would be prepared to do it if they were asked ?—Yes.

55,934. It would be useful if we could have such a scheme from a skilled body like the University showing exactly what they consider would be the best course to take in the first, second, and third year ?—I will ask them to do it.

55,935. Would the University be able to institute an Indian Honours degree, do you think ?—It would be able to do so, and they practically have assented to that. They say they would be prepared to devise an Honours course in Indian subjects, such Honours course to lead up to an Honours degree, so that they practically agree to that.

55,936. Do you think arrangements could be made by which the same examination would suffice for the purposes of the degree and of the final examination for the Indian Civil Service ?—I think so, certainly. I do not think there would be any serious difficulty in that.

55,937. How many Indian students have you had at your University under training for the Indian Civil Service of recent years ?—I have had about half-a-dozen altogether.

55,938. How many Indians have you got at the University in all its branches studying for Medicine and so on ?—I could not tell you, but a very considerable number. The number has considerably increased of late years.

55,939. Do they live in hostels ?—No, I think not.

55,940. Have you any scheme of supervision for the Indian students ?—No, we have not in connection with the University.

55,941. They just get lodgings and come and take their classes ?—Yes.

55,942. To what extent has the hostel system developed now in the University ?—Not to any large extent. There is a University College Hall which is at Ealing just now, where I am told there is accommodation for 40 students or more. There is a University Hall of residence at Chelsea which accommodates some 25 to 30, which is about to be extended, I believe. Those are the hostels which we have at present.

55,943. You have got hostels only to a small degree at present ?—Yes.

55,944. But they are going to be increased ?—They are going to be enlarged at Chelsea certainly. No doubt they would like to increase the accommodation at hostels.

55,945. You consider it would be advisable in cases where students have no relations to live with, that they should live in one of these hostels ?—Certainly. If the age is reduced they ought to live under some supervision of that kind. It would be undesirable to let them free in London without any supervision at all. Of course at present it is a different matter.

55,946. Do you think your University would give practical effect to that, if you had an appreciably increased number of recruits coming to you for probation ?—I think they would do so.

55,947. So that they would have real care taken of them ?—I think so.

55,948. (*Sir Murray Hammick.*) Will you kindly say what profession you followed in India during the long time you were there ?—I was in the Indian Civil Service.

55,949. So that you speak with considerable knowledge of this matter ?—I do.

55,950. You retired in 1895, I think ?—I retired in 1894.

55,951. You seem to think that the present one year's training of the candidate is almost sufficient, at least you think that a longer course of Law at all events is not very necessary ?—I do.

55,952. You would not give any opinion as to the further training of the Civilian when he desires to become a Judge ?—No. I am not prepared to enter into that.

55,953. I suppose you would admit that very considerable training would be necessary unless you teach Civil Law at some period of the officer's training ?—I do not think that the Civil Law of India is so very difficult to acquire. Speaking for myself, I served in a non-regulation Province, where all officers originally were required to decide civil cases and know Civil Law. The departmental examinations required them to pass in all the Civil Acts, and they acquired a very considerable direct knowledge of Law in that way.

55,954. Do you not think that before a Civilian becomes a Judge he ought to satisfy somebody that he knows the Laws regarding the Transfer of Property, Contract, and of Tort in India, and the procedure of the Civil Courts ?—It is very easy to institute a departmental examination in those subjects.

55,955. In India ?—Yes, in India.

55,956. You think it would be quite sufficient training if an officer got his training in India for that purpose ?—I do. I do not think that the training which you receive at the Bar here is in any way superior. Of course, if a person has a long experience of practice in England and goes out with that experience behind him he starts with an

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advantage. But supposing you send out to India a man who has simply been called to the Bar, I do not think he would be a bit better than the Civilian who is out there, and who has acquired his knowledge there.

55,957. Do you think at all events before a candidate goes out to India he ought to have had a course of Jurisprudence and the general principles of Law?—I think he gets something already now in the matter of the general principles of Law, and as for Jurisprudence, honestly speaking, I do not think that is in itself so essential; it is merely the analysis of Law. He must get the Law absolutely first; he must know some Law before he can appreciate Jurisprudence or the principles of Jurisprudence; it is merely an analysis.

55,958. If that is the case, why are you in favour of this younger age. Why do you prefer that to the present system of taking a man who has been thoroughly trained in general education giving him a year's course afterwards?—Because they are too much trained.

55,959. Too much educated?—Too much Anglicised if you like.

55,960. You think that the man who goes out is too much Anglicised before he goes out?—Yes.

55,961. And he does not assimilate himself to the country?—That is just the thing.

55,962. And that is really your only reason for criticising the present system?—Yes.

55,963. You do not think they go out insufficiently prepared, but merely that they go out there too old; they are too stiff, have lost their pliancy and so on—for associating properly with the new conditions they find in India?—That is exactly my view. They do not take to the country in the same way as they should. I hold they are not so adaptable as they otherwise would be.

55,964. I suppose you would admit that, under present conditions, the criticism that an officer gets in India from the Bar and from the public bodies in his district, and so on, is far more severe than it was when you went out?—It may be so. Of course, I cannot speak there in the very least from experience, but I do not think when I left India there was any very great criticism in the Province in which I was.

55,965. What part of India are you speaking of?—The Central Provinces.

55,966. I think that would hardly hold good of Madras, for instance. My recollection of the time when I went out is that one's life was very much easier than the young Civilian gets now, and do you not think that was the case in the Central Provinces?—Yes. When you spoke of criticism I thought you meant unfavourable criticism on the part of the Bar.

55,967. No; I meant in this way, that when I went out my first four years of service as an assistant were different from the experience of an assistant now. I do not think there was an appeal against any of my decisions; at any rate, appeals were extremely rare. But the assistant

who goes out now finds that every possible hole is picked in anything he does. Do not you think that is the case now?—I think my experience, even before I left India, was that whenever there was a possibility of an appeal, there was an appeal.

55,968. That is just the point I am making. Do you not think it is far more necessary now that the officer should go out thoroughly trained in the procedure of the Courts and in the Law that he is going to administer than it was 30 years ago?—No, I do not think so. I said there was an appeal in every case in which there could be one, but I did not say that the appeals were successful. The appeals were in 99 cases out of 100 totally unreasonable, and the appeal was simply made because the Law allowed it. There is nothing to lose by making an appeal.

55,969. Turning to another point, you get a great many probationers at University College, Gower Street, who come to you now for the course?—Not a large number; about a quarter of those who pass in a year; from 18 to 10 every year.

55,970. Do you give those men any kind of supervision beyond just the attendance at lectures?—No, not much supervision, seeing the age at which they arrive. If they are not fit to look after themselves at 24 or 25, I am afraid they are scarcely fit for the Indian Civil Service.

55,971. What I mean is, you talk about hostels and so on. I happen to know one of these gentlemen now who lives in lodgings in London and goes to the lectures at the University. He told me he was absolutely free to go exactly where he pleased, to miss any lectures he liked. That is so, is it not, now?—Yes, except this. I do not say he is absolutely free to miss any lectures he likes; he may have to explain why he missed the lectures; but he is not under immediate direct daily control.

55,972. But you think that if a man passed at 19 you could at the University of London give him a proper course of three years, and give him the proper supervision?—Yes, I think so.

55,973. (*Mr. Abdur Rahim.*) Did you spend all your time in the Central Provinces?—All my official life was there.

55,974. With regard to what you have said about the Law being so simple and plain that you did not require to pass even an examination, or not much of an examination, does that apply to the whole of India or only to your experience in the Central Provinces?—About the Law being simple applies to the whole of India.

55,975. You do not require much of an examination or training in it; is that what you say?—No, I did not say you did not require an examination in India.

55,976. But in England?—I beg your pardon, yes. It holds good for the whole of India, certainly.

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55,977. Do you not know that the Indian law, except the Muhammadan and Hindu law, is based on English law with some modifications?—Quite so.

55,978. For instance, an Act like the Contract Act, which is not exhaustive?—Not altogether exhaustive.

55,979. Then we have to hear very considerable discussions as to the meaning of words in the sections, and no man would be able to follow the discussions unless he knew the entire subject, the Case Law and principles of the Law. You do not agree?—I do not agree as regards the Case Law. I think Case Law is important in England, because the Law has not been codified. If the Law were once properly codified the Case Law would fall.

55,980. You do not think the interpretation of the Code Law gives rise to any difficulties?—No great difficulty.

55,981. Do you follow the proceedings of the English Courts?—Occasionally, yes.

55,982. Do you know there is a very large number of Statutes here?—Yes.

55,983. Do you not find cases constantly occurring in which some of the most difficult questions arise on the interpretation of Statutes?—Quite so.

55,984. Do you know in India cases are taken on appeal from one Court to another—that often there are two or three appeals on the interpretation of statutes?—Occasionally, but not very frequently.

55,985. Did you exercise judicial powers in the Central Provinces?—I did.

55,986. You did not find many questions of Law arise there?—Comparatively few. It was generally questions of fact.

55,987. There are two appeals on law and there may be a third to the Privy Council?—There may be.

55,988. Do you think the Legislature considered the question of the advisability of allowing two appeals?—Certainly.

55,989. They allowed two appeals on the ground, of course, that they could not place their entire confidence in the decisions of the lower Courts on questions of Law?—It does that occasionally, but in certain other matters, for instance, in the case of small Courts, it allows no appeal at all, and questions of Law are finally decided.

55,990. Then you said that you could not really get much out of examinations unless they were backed by occasional practice in the Courts?—Yes.

55,991. I suppose your opinion is that unless a man has experience of the application of Law to actual cases by practice it does not make much difference whether you have one or two examinations out in India or in England?—It does not.

55,992. I see the force of opinion like that, and the justice of it, but there is one thing I cannot quite agree with you about—that a Judge can do his work without a very thorough study of Law and the practice of it. The

range of Law as administered in India is in some aspects wider than in England; Indian Courts have to administer a great deal of the English law as well as the Hindu and Muhammadan laws: you have to apply English law modified by the circumstances of India. I am not only speaking from my own experience, but this is the opinion of many Judges of the High Courts, and members of the Civil Service also. You said you would have a Selection Board here, and that the Board would proceed upon the opinion of headmasters and so on. Would you recognise the schools in India?—No, I would not.

55,993. That would practically exclude Indians?—Yes, it would in that way.

55,994. Do you think that consideration ought to have weight as against your suggestion?—No, I think not.

55,995. Do you think it should have any weight in favour of your suggestions?—I do not quite understand the question.

55,996. It would practically exclude Indians?—I think the only question is to how to obtain the most suitable candidates.

55,997. Do you not think that you may be excluding suitable candidates from India?—No, I think not, considering what the Civil Service is.

55,998. You think Indians are not suitable at all?—I think the Civil Service was intended mainly for Englishmen.

55,999. (*Mr. Madge.*) Though I entirely agree with you in your estimate of the competitive system, I am afraid it is too drastic to be adopted, and I would like to know whether the rest of your opinion holds even if the competitive examination were not adopted. If your opinion about the competitive examination was not accepted, would you still hold to the preference for the earlier age in place of the later age?—Yes.

56,000. As regards what you have said about the ignorance of Law being exaggerated, do you hold the opinion—I look upon it as bearing upon the subject of recruitment—held by many Civilians in India that the first few years of their experience in which they have executive work and also administer Law generally in most cases serves them well even when they are raised to the Bench?—It has trained them in the habits of procedure, and in the habits of trying cases, and that, combined with a study of the Civil Law, ought to make them fairly good Civil Judges.

56,001. The reason why I ask the question is this. Legal experience is the application in India mostly of codified Law to certain statements of facts. Do you or do you not think that the magisterial experience and the experience gained in Revenue Law does amount to a legal training in the application of Law to facts?—I do, certainly.

56,002. Your scheme of selection would practically exclude all students from private schools. Private schools in the past have

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sent up, sometimes with and sometimes without the help of crammers, successful Civilians. Do you not think it would be unfair to exclude private schools?—There may be an appearance of unfairness, but as I said before I do not consider so much the schools.

56,003. I am not thinking of the schools, but the loss of the suitable men gained from them?—One has to risk it.

56,004. From the point of view of continuity of policy in this large question, I would ask your opinion on two points. The first is whether you think the continual shifting from one policy to another in recruitment does not act injuriously; and the other question is whether you think that the present age has lasted sufficiently long enough to enable us to form a real judgment on the case?—The present age has lasted, I think, longer than any other age; I mean it is the longest period, from something like 1890 up to the present day. That is a longer period than any other. I believe you will find that is the case. From 1855 to 1859 there was one limit of age; then it was changed again in 1860; it was changed again in 1867; it was changed again in 1878; it was changed again in 1890, so that you will see the last period is really the longest we have had. I quite agree it is very undesirable that the policy should be constantly changed in that way. When the age was reduced in 1860 to 22 it was said that 23 was the latest age at which Civilians ought to go to India. That was the reason given, and I think that is the opinion which seems to have been generally formed now—that that would be the latest age at which it would be wise to send them out to India for the first time. Therefore one is going back practically to what was decided in that year.

56,005. Do not constant changes create a disturbing influence?—That undoubtedly is the case.

56,006. You have referred also to the increasing severity of criticism. No doubt some of it is perfectly just, but a great deal of modern criticism is not as just as it is severe, not only upon the administration of Law, but upon the whole of the administration?—Quite so.

56,007. Just one more question about the possibility of appeals. You have said almost every case about which there could be an appeal is appealed against, and not always with success. Does that not promote litigiousness to a great extent in India?—I am afraid the Government does promote litigiousness by allowing appeals so frequently.

56,008. And the influence is harmful?—In so many cases appeal is allowed. Take, for instance, a criminal case. An appeal is always allowable, and it is done without any cost, without any expense whatever, without any trouble even to the appellant. Why should he not appeal? He may succeed. He can only fail; he loses nothing. I do not say, take

away the power of appeal. Let it be, but still at the same time the fact that there is a number of appeals proves nothing whatever except that there is great facility for appealing.

56,009. (*Mr. Fisher.*) Did you report cases in the Law Courts?—I did in my day.

56,010. Did you attach value to that experience?—I did.

56,011. You think that ought to be restored?—Certainly.

56,012. One question with regard to the period of probation. Witnesses from Oxford and Cambridge suggested it might be advisable that if a three years' system of probation were adopted there should be an intermediate examination at the end, let us say, of the fourth term?—I should not object to an intermediate examination, but I do not like examinations. Class examinations are all very well, but formal examinations are not good.

56,013. Do you think a sufficient amount of industry could be exacted from the candidates without them?—I think so. I should say that was a mere detail.

56,014. My only suggestion was this, that I think it is very likely that the suggestions from Oxford and Cambridge will take that form, that is to say, we shall have suggestions for a preliminary examination covering the first four terms, and suggestions for a final examination at the end of the third year, and I was only submitting that it might be useful for us if the London University could present its scheme in that form?—I will take a note of that. I do not think there is the slightest objection to it. I was not raising any objection to it.

56,015. I merely pointed out that that had been the suggestion from Oxford and Cambridge, and I think it would be as well that all three Universities should go together?—Undoubtedly.

56,016. (*Chairman.*) We may take it that you will put that forward to the University?—Yes, I will mention that at the same time.

56,017. (*Mr. Sly.*) One of the strongest reasons for lowering the age limit in 1878 was that a large proportion of the candidates lived in London, undergoing instruction at the London University without any proper supervision, and that the moral effect was bad?—They were not under the London University then because it was not a teaching University in those days.

56,018. At any rate, they were undergoing courses of training in London?—They may have been.

56,019. Do you think there is any probability that the system proposed of a three years' probation in London may have the same defective results?—I do not think so. But I thought the main reason for lowering the age was to ensure that candidates went to a University.

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56,020. It was desired to train them at a residential University, and the main reason for that was the defect of supervision through their being scattered in London and elsewhere?—Perhaps so. I am not sufficiently acquainted with the matter to be able to say.

56,021. But still you do not think at the present time there would be any grave risk of moral defects in the candidates if they were permitted to undergo their three years' course of probation in London?—I think not, but still at the same time I should be in favour, no matter what University is adopted, of the age being lowered.

56,022. There is one question about the legal training which I wish to ask you. I believe you filled the office of Judicial Commissioner in the Central Provinces?—Yes.

56,023. The principal Court of the Province?—Yes.

56,024. For how many years?—Four or five years, I suppose—some time about that. I acted at various times.

56,025. You have referred to a system under which junior Civilians used to try Civil cases in the earlier part of their service. That system has disappeared at the present time, so that in respect the Civilian of the present day is much worse trained in Civil Law than he was before. Is not that the case?—That is undoubtedly the case.

56,026. Is it not also the case that whereas the Civilian in former years used to undergo two years' probation with a substantial course in Law, at the present time the length of that course is only one year and the instruction is confined to a few specified Indian codes?—I cannot say exactly what subjects were taken at that time in the two years' course that was enforced as regards Civil Law, but I do not think they took up much Civil Law in force in India.

56,027. I do not know that it is necessary to give the details of the course, but was it not comprehensive?—I really do not know exactly.

56,028. But in any case the present instruction is limited to one year, or, rather, a portion of a year, and to certain specified Indian codes?—Yes. There is just one point I should like to interject, that, supposing a considerable amount of Civil Law were taught in those years, still the same system prevails, and when the Civilian goes out he does not perform civil judicial work. He has nothing to do with Civil Law for years, and he has time to forget it before he begins his work.

56,029. What I wanted to bring out was that at the present time the Civilian goes out to India substantially less equipped in Law than he did under the system of two years' probation?—I suppose that may be so. Of

course I cannot speak from experience, but I think that may be presumed.

56,030. From your experience of the necessities of Indian Law in the career of the Civil Service, can you tell us whether the course of reading and examination which is prescribed for a barrister would be preferable to that which would be provided by the London University or not?—I do not think it would be preferable.

56,031. At the same time you have to consider, as you know, in India the prestige, shall we call it, that attaches to the Civilian who has passed the Bar examinations. You would be prepared to forego that?—Who feels the prestige? I do not know that there is any prestige attaching to it in the Service itself.

56,032. In such a case the Judge has practically the same legal equipment as the Bar, has he not?—Yes, but I do not know that that is altogether an advantage.

56,033. Now to turn to another subject; in recent years you have had a fair proportion of the successful candidates for the Indian Civil Service pass through your hands?—Yes, I have had a certain number.

56,034. Can you give us any indication of the reasons which have led those candidates to select the Indian Civil Service as a career? We have received evidence, for instance, to the effect that the Home Civil Service is more popular at the present time than the Indian Civil Service—that the higher men elect the Home Civil Service?—Yes, I think so, undoubtedly.

56,035. Can you tell us, from your knowledge of the candidates who have selected India, what their reasons are for going to India?—I think a large number of those who have selected India would, if they had had the opportunity, have selected the Home Civil Service.

56,036. Is it your experience that several of the candidates who at present are going into the Indian Civil Service have no real desire for a career in India whatever?—It is certainly.

56,037. What proportion is that?—I will not say a large proportion; a man would hesitate to say that. But I can certainly speak from experience on the matter, as I have a case in mind at the present moment which enables me to say positively that there are cases of that kind.

56,038. Can you tell me why there is this preference for service at home over the Indian Civil Service?—Men get accustomed to English ways; they do not wish to lose English society; they have enjoyed life in England; they do not wish to expatriate themselves! I think those are the main reasons.

56,039. Have the financial prospects of the Service any bearing on the question or not?—They ought to have perhaps, but I do not

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think they have largely. There I speak with a certain amount of hesitation, but still I do not think so.

56,040. Do you think that an improvement in the financial prospects of the Service would have any effect in attracting better candidates or not?—I doubt it if the age limit remains unaltered.

56,041. There is one other point in that connection. Can you tell us whether any of the candidates in the Indian Civil Service are attracted by the specific possibility of a legal career as a Judge?—I think not.

56,042. If the judicial branch of the Indian Civil Service were abolished, would it have any great effect upon the attractions of the Service to particular candidates?—I do not think it would.

56,043. A suggestion has been made to us that at certain times during his service in India, a Civilian should be permitted to come home and spend a portion of his furlough on what is termed "study leave" in order to study certain subjects that are of considerable use to him in his career. Do you think that is a desirable system?—I am very doubtful that it would be so.

56,044. For instance, in your written answer you give a substantial list of courses of study that are given in Economics. There are several of those that have a distinct bearing upon the work of the Indian Civilian. Do you think that, just as study leave has been introduced by other Services, it would be a desirable thing for men in the Indian Civil Service?—I think it might be so, but I honestly say it is not a matter I have considered very deeply. I would not confine it merely to a question of Law; you have mentioned Economics and things of that kind.

56,045. There are many other subjects?—There are many other subjects which I think are of much more importance. I may say generally on the subject of Law, which has been referred to more than once, that passing the Bar examination is considered by many as a matter of comparatively little importance. The subsequent study in a barrister's chambers for a year or more is looked upon as the essential and the most important thing of all. Therefore merely studying the Law and passing the Bar examination would prove nothing at all and would be of very little advantage. To permit a Civilian to come home and study in order to pass the Bar examination or take Law lectures would, I think, be of very little advantage.

56,046. (*Mr. Gokhale.*) Your own experience of India is 20 years old now?—Yes.

56,047. You are no doubt aware that great changes have taken place in India since your time?—I am aware of it.

56,048. Do you not think that a man of the age of 22 going out to India in these days, invested with large powers, is more likely to make mistakes which might be hurtful in a

serious way than a man of 25—mistakes of common sense?—I do not think so.

56,049. You do not think that a man of 25 will understand how to get on with people and that kind of thing better than a man of 22?—No. I think a man of 22 would be more modest and walk carefully.

56,050. You have mentioned the Public Works Department of India as an instance where open competition has been given up and a Selection Board has come into existence. Have you heard the complaint that the men who go out now to the Public Works Department are, as a class, not so good as they used to be?—No, but I think it is very possible. It is not a question, however, I should say of competition, but another question altogether.

56,051. That exactly illustrates the whole point at issue. There was a system of competition, and a certain class of men went out under it. In place of that system of competition selection has been substituted, and the complaint that one hears is that the men that go out under it are not, as a class, as good as the men that went out before?—Because they go out untrained. The old men went out after three years' training by persons acquainted with Indian Engineering. They were trained in ways which were appropriate to India; they learned things in that way. They went out ready to take part in the work. The men who go out now have a College certificate that they have passed Engineering and that they have been at some works. They go out with an excellent certificate, and after three or four years' experience in India they will turn out very valuable persons, but when they first go out they must be a disappointment.

56,052. I mentioned it only to point out the drawbacks that are inseparable from a system of selection?—When you want trained men.

56,053. Just one more question about the probationers at your University at present. Is there a minimum number of lectures that a man must attend at present during his year?—There is a minimum number, but they are supposed to attend practically all the lectures, and the University would see that they either attended the lectures or are acquiring sufficient knowledge.

56,054. Sir Murray Hammick put it to you that a man does practically just what he likes; he may attend or he may not attend?—I denied that; I said that was a mistake. I said they would have to account for their absence.

56,055. If the explanation is not satisfactory, is there any penalty attached? In what way do you preserve discipline?—We report it to the Civil Service Commissioners. May I just say that a quarterly report is sent in to the Civil Service Commissioners with regard to the attendance and conduct of all students who are attached to the College.

56,056. Is that taken into account in deciding finally who go out in India?—That

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I cannot tell you; I have nothing to do with it, but it is sent to the Civil Service Commissioners, and that is the penalty which would be attached for non-attendance.

56,057. (*Mr. Chaubal.*) May I take it that, had it not been for your feeling that a Civilian who goes out to India now is, on account of his higher age, not capable of assimilating with the people there you would not have recommended the lower age?—I would recommend the lower age under any circumstances.

56,058. You recommend the age being brought down now because of your feeling that the Civilian who goes out to India is not capable of assimilating with the people as well as he would be at the age of 22?—Quite so.

56,059. And that is the sole reason which makes you recommend the lower age?—Yes.

56,060. I suppose you also hold the opinion that those Civilians who went out at the earlier age limit when the examination was at 17-19, assimilated more with the people?—I do.

56,061. With regard to this question of assimilation, whose opinion is to carry value, the opinion of the man who has got to assimilate, or the opinion of those with whom he has got to assimilate?—It is very difficult for me to say whose opinion. You must say whether the thing exists or not.

56,062. One other question and I will not pursue the subject more. Have you heard complaints since you retired in 1894 that the men, who have been going out to India after you, did not assimilate with the people, did not mix with the people, did not try to understand them?—No. What I have heard is this. I find that the men who have gone out since my time have not taken to India in the way that the former men did, and I conclude from that they have not accustomed themselves to it. They do not like the country or the people in the way that we used to do in my days. That is the only way in which I can form an opinion. Not having been to India since, I am not able to say what exists there.

56,063. That is your opinion, I gather, from your conversations with them?—Yes.

56,064. But you have had no opportunity of judging of the opinions of the Indians themselves?—I have not.

56,065. (*Lord Ronaldshay.*) There is just one question I want to ask you arising out of

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*Written answers relating to the Indian Civil Service.*

56,074. It has been suggested that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—I am of opinion that it would not be desirable to reduce the age of candidates for the Indian Civil Service to the age of 19. My opinion is formed on consider-

an answer you gave to the Chairman. You told him there would be no difficulty in arranging for an examination which would carry with it a degree and at the same time determine the order of merit of the probationers. Is that so?—Yes, I said that.

56,066. By whom would such an examination be set?—I presume it would be by those by whom the student was taught.

56,067. And marked by them?—Yes, and marked by them. You would have to entrust them with it.

56,068. You must remember you are not dealing with one University only; you may be dealing with three or four?—Quite.

56,069. Under those circumstances how do you suggest that one examination common to four Universities should be set?—The question put to me referred merely to one University, at least to the students at one University. I quite admit it would be a difficulty, unquestionably, if the students went to different Universities, as it is perhaps desirable that they should do. But I should just like to remark that the position of the Civilian on the general list is a matter of comparatively small importance. What is of importance to him is his position on the list of his own Province, and that always has been the case.

56,070. The suggestion has been made that a man's position should depend very much more largely upon the result of the final examination in future than it does at present. Under those circumstances surely the position which he occupied in the final examination would be of considerable importance to him?—It certainly would be of importance to him, but I think the importance of it is considerably exaggerated.

56,071. Quite apart from whether his place on the list may be of more or less importance to him, we have still got to deal with the difficulty of setting one examination which is common to three or four Universities. Can you give us any advice as to how that could best be done?—It is very difficult I admit.

56,072. Do you think it is practicable?—I do not think it is practicable. I do not see how it could be practicable.

56,073. If you do not think it is practicable, that finishes it?—I hardly see how it could be practicable.

(The witness withdrew.)

Headmaster, Fettes College, Edinburgh; action of the Service itself, and partly in regard to the interests of schools.

I think that the lower age is too much in favour of precocity. There are certainly boys whose early development is rapid; their linguistic or scientific attainment is at that age beyond the average, and under any system of selection which is dependent upon examination marks, this quickness receives recognition beyond its real worth. I consider that boys at 19 are not mature enough to give sufficient indication of the intellectual qualities required

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for such responsible service. I do not say that it is impossible to detect the right kind of promise, but it is difficult to do so when there are a very large number of candidates and the total work of a candidate is not submitted to any single judge. A mere aggregate of marks does at this age bring out, I am speaking generally, the best man.

In respect of schools I rather deprecate the return to the lower age. The Indian Civil Service fixes a boy's career for life. It is regarded as a great prize. Schools will be expected to do their utmost to secure success, that is, as things at present are, to secure the largest total of marks. I do not believe that this is the true method of education; on the other hand it is, intellectually, demoralising both to the teacher and the taught. It becomes a system of individual preparation, the candidate to a considerable extent loses the advantage of working with his fellows. I have always regarded the intellectual influence of pupil upon pupil in a Sixth Form as very valuable and beneficial; he is not encouraged to take up any subject for which he has not special aptitude, and he looks at all knowledge from the examination point of view.

Under the present system, in which the aspirants for the Indian Civil Service take the regular education of the school without overspecialisation and the University course intervenes before the examination is faced, I believe we get a much better educated man, broader and more intellectual, than we are likely to do if we revert to the old method of early selection.

56,075. Supposing the suggestion for lowering the age limit is accepted, what limits would you prefer?—I am supposing that two opportunities of competing would be given, and that the age would be from 17 to 19. What I have said tells more on the younger age.

56,076. What should be the character of an open competitive examination designed for boys of school-leaving age? In particular: (a) should the examination approximate to the scholarship examinations of Oxford and Cambridge; (b) should the examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks which can be obtained from the subjects chosen shall not exceed a specified amount; (c) should the examination\* consist of some compulsory and some optional subjects; and (d) should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—It would be desirable that the examination should be adapted to the main lines of organisation in schools, Classical, Modern, Scientific. I think that all candidates should take up History. (a) The scholarship examinations, especially

at Oxford, seem to me excellent—not merely in the style and compass of the papers, but in the principle of not necessarily awarding scholarships on the mere aggregate of marks. (b) I should be inclined to make History a compulsory subject, and to attach much weight not merely in a compulsory essay or essays, but in all papers, to literary form. (c) I do not recommend—in an examination dependent upon marks—unrestricted freedom in the choice of subjects. The productiveness of the subject in the way of marks becomes the principle of choice. (d) I should prefer that candidates should be obliged to take two or three subjects in a particular group with the liberty of adding one or two subjects outside that group. A literary candidate may well take some form of Science.

56,077. What regulations would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I think candidates might be required to make a return of the course of study they have followed during the three years preceding the examination.

56,078. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?—I do not think that a scrutiny of the school marks, &c., would be anything but fallacious, as standards vary much, and vary in the same school from year to year. With reference to character I do not see how we could make considerations of this kind available for competitive purposes. A boy who has been an able head of a school or house possesses qualities of great value for the Indian Civil Service, but there are many candidates who do not come from public schools, and the conditions vary in different schools.

56,079. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the number of candidates who appear for it?—If so, do you anticipate that an examination at the age suggested will be exposed to a danger of this kind, and how would you obviate this, should the case arise?—I have little doubt that the tendency in examinations, when there are a large number of candidates, is to ignore promise and look only at performance. This is specially true when the candidates are young. The candidate who "adds up well" is not always the ablest candidate. I think the danger is less in the case of those who are older, in whom immaturity is rightly counted a defect. I should prefer a preliminary examination on which perhaps two-thirds of the candidates would be rejected and a more careful examination of the surviving third than is possible with the largest number. In the further examination I believe division into classes, first, second, third in each subject, would be better than a strict allocation of marks, and that the final selection should be made by reference to this evidence of general quality.

\* A specimen of such an examination was enclosed—*vide Appendix X.*

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[continued.]

The REV. DR. M. A. HEARD, M.A., LL.D., called and examined.

56,080. (*Chairman.*) You are the Headmaster of Fettes College, Edinburgh?—Yes.

56,081. You state in your written answers that you do not favour the scheme for reducing the age of the competitive examination to the school-leaving age. Is your objection to it that you do not want your boys to be entering for a competitive examination just before their departure from school?—I do not want the general education of the school to be interrupted, because the course of education given at the school is the best for training a boy's faculties. Where you have to put in examinations which weigh so enormously with parents, particularly in Scotland, where the competition instinct is very strong, I am afraid the general education would not be as good.

56,082. I see that you express approval of the scholarship examinations at Oxford and Cambridge?—I think they are very good indeed, especially at Oxford.

56,083. Do many of your boys succeed in those examinations?—Yes, we took eight scholarships last year.

56,084. Do you find that that unduly interrupts the school course?—The examination is really an outcome of the school course; there is no special preparation for it.

56,085. If an Indian Civil Service examination could be framed somewhat on those lines, I suppose it would not disturb your school course any more than the scholarship examinations do?—No, if it could possibly be done. The University specialises in Classics, for instance. That could never be done I imagine in such a general examination as the Indian Civil Service examination.

56,086. How many boys have passed of recent years into the Indian Civil Service from Fettes?—They do not proceed straight from us; the man comes from Oxford or Cambridge. I regret that I have not sent you in a return. The last head of the school got in from Oxford last year. He did not get in very high; I do not suppose it could be expected, but I call him a highly educated man. He took a scholarship at Oxford; then he took two first classes, and proceeded the next week into the Civil Service. I call that a very well educated boy. He has not been crammed in any respect whatever.

56,087. How many boys every year go up for the Civil Service examination who have been educated at your school?—Not so many, I think, as before. A very large number of boys at Fettes have been diverted to Egypt. We have got almost a connection there. It grows very largely through the influence of the fellow who went first, James Curry, the head of Gordon College, who had a whole trail after him.

56,088. Would you say that your Sixth Form standard comes up to that of the old English public schools?—Yes, I think quite so. Our examiner last year, Professor Hardy,

who had just been examining at Winchester, compared us very favourable with them.

56,089. You have the school examination established, I suppose?—Yes, we take it under a modified form. We take the certificate by subjects. What they call a certificate is but a group of subjects, and it does not suit us very well. That examination is really more for the great day schools, which are charged with a boy's education from the age of 7 to 18, but in a school like ours we practically have the direction of the boy's education for only four years. Taking the average they do not come to us till they are 14.

56,090. And leave on the average at about 18?—18 or 19.

56,091. Your school entirely corresponds in that way with the English public school?—Practically so, yes.

56,092. The school-leaving certificate is universal now in Scotland, is it not?—Yes.

56,093. Only you say it is taken in some modified forms in your school compared with that instituted in secondary schools?—Yes.

56,094. But I suppose as a test it corresponds?—We do not work towards it at all; we take it on the way. We do not direct the education of the school simply to the certificate. The certificate is not of a very high standard, though it covers a great deal of ground. It is a very good certificate indeed for its purpose, but it does not quite suit us.

56,095. Do a great many of your boys go to Oxford and Cambridge?—Yes, a fair number of boys who cannot afford to go unless they get scholarships. They move on to Edinburgh University as a rule.

56,096. You see considerable difficulty in putting a character test into practical operation? Will you explain?—I see very great difficulty. There is an enormous difference between an optimistic master and a pessimistic master, and they both exist. I would not take their judgment; I would only take the judgment of the headmaster. The conditions of schools vary so much. You have the whole perfect system at one school, and nothing of it at another.

56,097. Would you like to see in an examination something other than the intellectual test?—I should very much like to see it if I thought it practicable. If I saw any way of doing it I should very much like to have it.

56,098. But as things are, you would leave it as it is?—I am afraid that is the only thing we can do, to leave it as it is, as far as I can see.

56,099. You say: "I should prefer a preliminary examination on which perhaps two-thirds of the candidates would be rejected, and a more careful examination of the surviving third than is possible with the larger number." Will you elaborate this?—I think there is a very large

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number of what I call mark-making boys who, in my opinion, are not the best. I notice that at the Oxford scholarship examination they often discover a fellow of real ability, who in our school list is perhaps below a boy who gets higher marks.

56,100. Where you actually test it by marks?—Yes. I think it is specially true of the Scotch boy. He develops and becomes a very mature fellow in time. When I was master at Westminster I think the boys' progress was quicker as young boys, but I do not say that the final outcome was as good.

56,101. I understand you to suggest that your selective process would take the form of a preliminary examination prior to the competitive examination?—Yes.

56,102. And that the preliminary examination would have no marks attached to it, but would be framed more on the lines of the University scholarship?—Yes; I do not mind the marking. I only want something beyond the marking examination. I suggest they should mark these preliminary examinations. For the final test of real ability amongst the selected candidates I should prefer something else.

56,103. You would mark for the preliminary?—Yes.

56,104. So that that would really be the competitive examination, would it not?—It would be a competitive examination, but still it would not tell; it would not give the final place.

56,105. Supposing there were a couple of hundred candidates for one hundred vacancies, you would place the whole lot according to their marks, and let them go on to the next examination?—Yes, go on to the next examination. I would take, say, the first 50, or whatever it is on the marking system, and then I would have another examination in which I would prefer to see them distinguished into classes. It is very difficult indeed to estimate in marks in the higher subjects. In a question, for instance, like Philosophy it is very difficult to assess the difference between one candidate and another in marks.

56,106. Would not your suggestion impose a heavy task on the candidate, having two examinations running fairly close to each other?—Yes, it would. I was thinking rather of getting the best men for India. I know it would put a very considerable strain on them.

56,107. And the examinations would follow rather quickly on each other, would they not?—Yes, they would.

56,108. (*Lord Ronaldshay.*) How many boys have you at your school?—220.

56,109. And they leave at the age of 18 or 19?—They mostly leave at 19.

56,110. Do they take the scholarships of which you spoke without any further education; do they take them direct from your school?—They take them in the ordinary course of instruction in the Sixth Form.

56,111. They do not find it necessary to spend any time with the crammer before they

go in for the examination?—No, we would not allow a boy to do that under any consideration.

56,112. Your school, I understand, corresponds really to the English public school?—Yes.

56,113. And differs from the ordinary secondary school in Scotland?—Yes. In the ordinary day schools the boys leave much earlier.

56,114. The curriculum is rather different too, I suppose?—Yes, it is.

56,115. That being so, in the event of the age limit for the examination being reduced, your pupils should be able to compete against English boys just as successfully as they do now?—I think they would. It might be to the advantage of the school, but it did not seem to me that that was the right way of answering the question.

56,116. Can you tell me if there are many schools of the same class in Scotland?—Only about five, I think. I speak with some hesitation, because I really do not know very much about the schools. A great number of able boys go to Edinburgh University between that and their Oxford career.

56,117. At any rate, so far as regards those four or five schools, or whatever the number may be, a reduction in the age limit of the examination would not prejudice a Scotch boy's chance?—Not in those particular schools.

56,118. I say as far as those four or five schools are concerned?—Yes.

56,119. Do you agree with what we have been told, that apart from these schools, which are more like English schools in Scotland, if the age limit of the examination were reduced to 18–19 it would practically exclude Scotland as a source of supply for the Indian Civil Service?—I think it would exclude Scotland altogether.

56,120. Except for those four or five schools?—Except for those four or five schools of a special type.

56,121. (*Chairman.*) Do any of your boys go to Edinburgh University prior to going to Oxford and Cambridge?—For special purposes. They, perhaps, are going to be Scotch ministers or doctors. A great number of boys go into the Medical School.

56,122. And then go on to Oxford and Cambridge?—No, they do not go on.

56,123. Those who go to Oxford and Cambridge go direct from the school?—Yes.

56,124. (*Sir Theodore Morison.*) I think you said just now, in answer to Lord Ronaldshay, that the ordinary day secondary school in Scotland would not have a chance of competing in these examinations; you thought they would be wiped out. May I ask whether you thought so because you contemplate an examination in which schools like Winchester, Eton, and Harrow would compete very successfully, against whom your boys, of course, would also compete?—Yes. I was thinking of an examination very similar to what we

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have got now. Of course if it was altered it would be a different thing.

56,125. Surely it would follow, then, that not only the day schools in Scotland would be wiped out, but a large number of secondary schools established by the county councils in this country would also be wiped out?—They would have no chance, I think.

56,126. It seems to me you have a definite conception of the kind of examination which would then be instituted. You contemplate that it would be an examination similar to the scholarship examination at Oxford, which was devised to get a particular type of boy and encourage a particular type of school. Your answer seems to be framed upon that understanding, does it not?—With regard to the alteration of the examination, that is to say, supposing it was of quite a different class, I doubt whether it is of a sufficiently high standard. I do not think you could set a common examination in Scotland to include all the schools of a sufficiently high standard to really find out the able scholars.

56,127. A common examination is clearly a difficulty, but I suppose it might be possible to have alternative groups, one of which would suit Fettes and Winchester, and another of which might suit the ordinary day school in Scotland?—I think so far as the boys at the day schools are concerned—I speak with great hesitation again because I was not educated in Scotland, and our school is rather of a different type—boys leave earlier than our boys do. I think boys, as a rule, do not stay at the day school as long as they naturally would do with us. Boys come to us at 14 and they stay at least four years. The day schools as far as I know have a large preparatory department of 600 or 700 boys, and a very large number of them do not remain, so that the high standard that can be got at a school where the majority are 18 or 19 is not attainable.

56,128. If they cannot attain to the standard of the good boy of 19, whatever the subject may be, obviously they cannot compete. It is only on the understanding that there is a good number of boys who stay on there for a complete education on the modern side. Would they have any chance of competing at all?—The schools would probably have to be reorganised. You must have a particular type of master as well.

56,129. Would you mind giving me, as briefly as possible, a short outline of the kind of examination that would suit the classical boy in Fettes. You would have Greek and Latin in the first place, would you not?—Yes.

56,130. Including passages of unseen prose and verse?—Yes.

56,131. Latin prose?—Yes, all forms of Greek and Latin prose.

56,132. Verse?—Yes.

56,133. You would have verse too?—We do have it as a matter of fact.

56,134. And you would like to see it retained?—I should for boys such as we get—I do not say universally.

56,135. Would you include Greek and Roman History?—Yes, certainly.

56,136. What do you want to add to that? Would your pure classical boy do an English paper?—Certainly.

56,137. An English and general paper?—Yes, just as they do at the University, an essay and a general paper, to which I should attach great importance.

56,138. Is that enough?—I think that is the education on which boys get their scholarships.

56,139. Would you have a Grammar and Philology paper separate?—No, I do not think so.

56,140. You would not like to have it?—I do not think it is very educative for the majority of boys.

56,141. You would not like to dissociate it from the text?—No.

56,142. I understand that this would cover what you want, the translation of unseen verse and prose—the linguistic study of Latin and Greek?—Yes. Of course the style of English translation should be very carefully considered.

56,143. Elegance of translation?—Yes.

56,144. Is there anything else with regard to the classical knowledge which you would add besides History—books on Greek and Roman literature?—I should make the questions such as to find out whether the boy had read them. I should ask him for estimates as to anything he had read. I think it is a most excellent thing for a fellow to be asked for his own personal estimate of Shakespeare, for example. You could find out a great deal from him in that way. We always suppose that there is a good deal of reading over and above what he has read in the form room. The boy who does not read more than what he ought to do in the form room is not a good scholarship candidate at Oxford.

56,145. It rather alarms me to hear you say that a boy should read Shakespeare and give his personal estimate of it. Do you contemplate that he should have to study his Coleridge also?—I think a boy of 19 ought to know something about it, and say why he admires it or why he does not.

56,146. Would you desire him to read books on the subject of why other people have admired it?—No.

56,147. That is the danger of all literature?—It is. It is very difficult, but, at the same time, a general paper can find out a good deal, I think.

56,148. You confine that to the general paper?—I think so.

56,149. What proportion of the boys in your Sixth Form would that meet? Is there a class in your school that would be met by it?—Yes, the better boys are all working up to it. My own Form, the Upper Sixth, which has

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13 boys in it, is aiming at a University education. As a rule we do not put a boy into the Upper Sixth who is qualifying for Medicine. He need not carry on his classical education so far. We put him into the Lower Sixth, where he gets a good deal of Science and so on; but if he is going up as a University candidate we put him into the Upper Sixth, and that is the course he gets.

56,150. Would you want the examination to be such that it would be open to your Lower Sixth Form boys, who are taking a certain amount of classical, and who are stronger upon the mathematical and science side?—I should distinctly have some arrangements for Mathematics.

56,151. Clearly Mathematics must be represented?—Quite so, but not as a compulsory subject.

56,152. You would have to have an option, alternatives, besides?—Yes.

56,153. Do you want also to have modern European languages recognised as an option?—Yes.

56,154. You do?—Distinctly yes.

56,155. How would you value them against this course which you have in Classics?—It depends upon whether the boy has had a preliminary classical training up to a certain stage, because I find that boys get a better hold of modern languages who have had some classical training than boys who approach them without any kind of classical training at all.

56,156. So that if you devise a modern language course which would be an alternative group to this, I suppose it would contain Latin and Greek up to a lower standard, and French and German in addition?—Yes, always Latin, I think. We must have that. Every boy in the school learns Latin.

56,157. So that you think you could gain a reasonable equivalent to this advanced study of the Classics on the modern side if you weighted it with Latin?—Yes, but the modern side does not command the best material as a rule.

56,158. Teachers or boys?—Boys. Amongst the teachers we have practically the same standard in both. I do not think it would be taken with us. It is quite easy to devise an examination.

56,159. Do you think you could devise a course of modern studies which would be a fair equivalent, intellectually, in difficulty of attainment to this classical course which you have sketched to us?—Yes, if it was not exclusively modern. I think you must have Latin and English and History.

56,160. Your modern languages course would be rather wide then?—Yes.

56,161. French, German, Latin, and English would be common to everybody?—Yes.

56,162. And History?—Yes, especially the history in reference to the languages taken up.

56,163. So that it would be German and German history and French and French history?—Yes.

56,164. Do you think there would have to be any other additions, for instance, the study of French literature?—French literature, excluding what you were mentioning; reading up books about literature, which is the most demoralising process.

56,165. The only way in which you could stiffen up the French and German would be to make the course of reading much wider?—Yes, and to insist upon Latin, I think.

56,166. Do you know whether there is any school which is capable of offering that. If you make the modern side a real equivalent to the classical, is there any school that you know of which teaches it?—I think many headmasters have had pious wishes to do it, but have never succeeded. There is a much greater attraction for a clever boy to the classical side. It is not from want of attempt to organise it. It is that you do not get the material for it.

56,167. You think if the courses were devised the clever boys would not take them because they do not carry the same prestige?—And also in many cases they do not carry the same rewards at present. For instance, we have a number of exhibitions that are left for Classics for which the modern boy is not eligible, and I suspect that most of the schools are weighted with conditions of that kind.

56,168. Is that equally true of Science, or has Science been sufficiently endowed now?—No, I do not think it is at all. We have no prize in Science at all.

56,169. There is only one other question I wish to ask in reference to a reply that you gave to the Chairman. You stated that your best boys get scholarships at Oxford?—And Cambridge.

56,170. Do you find that those who win those scholarships justify in after life, or at least in their University career, the estimate that was formed of them by the examiners?—Yes, in nine cases out of ten they do. They get their first class, that is to say.

56,171. That bears on the question of how serious the danger is of selecting at the younger ages, because from what you have said these boys would certainly have been selected at the younger ages as they get first. A first at the University will get you into the Indian Civil Service, will it not, generally?—Yes. I think the character of the Oxford scholarship examination has a great deal to do with it. I have often known a scholarship given at Oxford to a boy of promise who perhaps could not write a line of Latin verse. If they added up the marks of the fellow he would never get in. But very often they select a candidate who grows very much indeed at Oxford, who takes the work extremely well.

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56,172. Is that done upon their investigation of his paper or upon private communication with yourself?—No. They may communicate with me, but they form their own decision. That is to say, if a boy writes a remarkable English Essay or a general paper they will award on that quite apart from the fact that he cannot write a line of Greek or Latin verse.

56,173. It seems to me the danger that you anticipate in this examination is rather the fear that the examination will not be so intelligent as the one at Oxford and Cambridge than the danger of having to examine boys at 19?—I think it is very difficult indeed for experienced men to judge what a boy is at 19. The Oxford people have had great experience of it, but they have only 20 or 30 candidates. If you get 200 or 300 candidates it is impossible for the examiner so carefully to examine them.

56,174. It depends on getting it as well done as it is done at Oxford?—Yes, and liberty to depart from a strict system of marking. What I complain about this examination is what we call totting up—a boy that tots up well.

56,175. But there is no particular difficulty in giving your result in marks and yet not actually totting up?—If he is examined in certain subjects and told that 500 marks are given for it, it is almost impossible in the examination to ignore that he has got, say, 200.

56,176. I have been in the habit of dealing with the marks and not with Alpha and Beta, and it does not seem to me there is very much difference between the two. If you find a boy tots up a great deal too high you take the marks off very liberally?—That is a secret of the examiner that I did not quite know.

56,177. I confess I have often done that?—I think it is the fairest method; I approve of it, but can it be done with a very large number of candidates?

56,178. That raises the other question of conducting an examination fairly if you have a very large number?—Yes.

56,179. (*Mr. Chabal.*) If this examination of the kind that was suggested by Sir Theodore Morison was started, I suppose the candidates would be divided; there would be some who would be going in for the scholarship examination and some for this new examination?—You mean this modern system and classical system?

56,180. I mean that the examination proposed for the Indian Civil Service is to be held at the age of 19, the school-leaving age?—Yes.

56,181. And that is the age at which your Oxford scholarship examination is held?—That is so.

56,182. So that the material which will be going in for these two different examinations would be divided?—Yes.

56,183. From that aspect of the question, do you see any disadvantage to the Universities from losing some of their possible students?—No, I think the best boys will go to the University still, save those who are very much dependent on getting an income.

56,184. As between these two examinations, do you think the best material will go in for the scholarship examination?—I think so.

56,185. And therefore the best material in this country is not likely to be attracted to this Indian Civil Service examination starting at the age of 19?—I do not think it would.

56,186. (*Mr. Sly.*) You have scholarship examinations for entrance to your school?—Yes.

56,187. Do any boys from the elementary Government schools compete at those examinations?—Yes, we have 12 that compete.

56,188. Do they compete successfully?—We are obliged to take them from the qualified schools. We have 12 scholars that must come.

56,189. Is their educational standard about equivalent to that of a boy who has been to an ordinary preparatory school or not?—They are generally subsidised by the father, who perhaps is a schoolmaster in Scotland or a clergyman, and the tendency is that the boy is over-crammed. He has learned too much and he does not always grow. I calculate that about one-third of them are rather disappointing; two-thirds are quite satisfactory.

56,190. Does your school subject itself to the Government examination for the school-leaving certificate?—In part. We take subjects; that is to say, we take Mathematics, Latin, French, and so on, but we take it at an early age. We take it below the Sixth Form.

56,191. A Government Departmental examination?—Yes.

56,192. Below the Sixth Form?—Yes. The subjects that we take, we are not obliged to take. We can take what we like. We take them so as to suit our own course, with the consent of the Department completely.

56,193. Have you any experience in this examination of the method of taking the school record into consideration at all?—We tried it for a little time in the Army examinations, because the Scotch Department required an estimate from the school before they would give a preliminary certificate for the Army, but that does not now exist. I found, however, that there was such an extraordinary difference of opinion held as to the value of that record. One man merely looked at the record of the boy, and the other man looked at what he thought he would become. I have found as much difference as 25 and 80 in the estimate of a boy.

56,194. In this school-leaving examination, is the school record taken into account?—It is not taken with the leaving certificate and the other called the intermediate certificate.

56,195. Your experience of the system does not lead you to think it is desirable to

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recommend it as a model to be followed?—I do not recommend it at all.

56,196. (*Chairman.*) Do you pass boys from your school into the Army?—Yes.

56,197. You have Army classes?—Yes, we have a very good class. I am sorry to say it has gone down a great deal, as in many schools. There is not the same desire for the Army as there was.

56,198. (*Mr. Madge.*) You are not an admirer of the competitive system, apparently, because its results are registered in marks, which you do not think afford any test of character?—No, they do not.

56,199. You have told us that you think it impracticable to secure a test of character. Do you say so because there is no way of co-ordinating such a test with the results of examinations?—My difficulty is the conditions under which the boys have been taught, and that the people who have taught them are so different. A boy will get a very strong commendation from one school and a very poor one from another school—poor by comparison. It is very difficult to compare them, and to select on the strength of them. There are some headmasters whose testimonials are not intended to be of little value, but are of little value because they do not let themselves go at all. They do not seem to know the candidate very well. The testimonials of other headmasters show that the man does understand the boy well and can say a great deal for him. I have had a good deal to do with various masters, and I am extremely disappointed with the testimonials they give very often. They are merely testimonials—statements of character and so on. I do not see how they can be compared with each other.

56,200. We have had recommended to us from various experts the formation of a Board or a Selection Committee, composed not entirely of schoolmasters, but of officials and other responsible authorities. Do you think such a Selection Board, if public opinion could swallow it, would give us what you want in the shape of a test of character?—Here is my difficulty. Take a Scotch boy who lives very much alone and who has not been to a public school at all. He may be a very good fellow, but he has no one at the back of him to give him a testimonial.

56,201. There would be no common ground covered by the estimates of different schools and different masters?—I do not think so.

56,202. Suppose it were possible, do you think public opinion would stand the setting aside of competition with a view to selection in that way?—It is very difficult to answer that. I think, if it proved itself satisfactory, they would soon get accustomed to it, but to start with, I think there would be opposition.

56,203. Strong opposition?—Yes, I think it would be specially strong in Scotland.

56,204. Do you think that the extent to which competition has affected education generally has reacted unfavourably upon it?

Do people educate largely for competition and for marks rather than with a view to sound knowledge?—I think it has had that effect, especially where a school is very keen on getting distinctions, when it feels it has to draw the public. There are recognised schools that lay themselves out for it, but under the system of inspection we are getting, that may be corrected. I daresay under the inspectorial system which is now adopted for schools, that cramming system may be avoided. There was a great difficulty in the old days of taking a clever boy and working him hard, irrespective of rest, but I think under the inspection system that will be improved.

56,205. Do you think that if educational experts, say in Scotland, where you think opposition would be great, agreed that the action of competition on education generally was unfavourable, it would have some influence on the public in modifying any opposition to a Selection Board?—The Scotchman is a very competitive person, and I do not think he would be willing to give it up.

56,206. You would not care to speak confidently on that point?—No.

56,207. Do you think frequent changes in methods of recruiting react unfavourably on candidature for the Civil Service generally?—It certainly has done so for the Army, and I imagine it would do so here.

56,208. Do you think the actual results of the existing higher age afford any substantial ground for lowering it?—No, I should much prefer the present system.

56,209. (*Mr. Abdur Rahim.*) I should like to know whether Scotch boys, in your experience, would be in a better position, say at the age of 23, to judge of an Indian career than at the age of 19?—I think they would be better capable of forming a judgment. Of course, schools have been a great deal affected, especially during the last 20 years, by athleticism. I do not think the boy of 19 is now quite as old a boy as he used to be before this somewhat extravagant athleticism came in. Personally I do not think he reads as many books. He gets so many demands made upon his time by the football team or the cricket team that he is not so much of a student on his own score as he used to be.

56,210. What I want specially to know is this, whether a Scotch boy of 22 or 23 would be able to judge better whether an Indian career would suit him than a Scotch boy of 18 or 19?—The Scotch boy has got a very great attraction for India. Almost all of them have relatives there, and a number of considerations come in which tell upon a Scotch boy. Almost all Scotch men have connections with India.

56,211. You do not think there would be any difference in that respect?—No, I do not think so.

56,212. I think you told us if you had an examination, say, at 18 or 19, on similar lines to the present Oxford scholarship examination,

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[continued.]

then you would get boys who if they went through an ordinary University career at Oxford or Cambridge would do well in an Honours degree?—Yes.

56,213. But if you have selection at that age, even upon an examination of that character, the result would be this: you select your boy and then he undergoes a short period of probation. Would that give him the same education or would it prove the same incentive to do well in the Honours degree as a boy who goes with a scholarship to one of the Universities?—I do not think it would.

56,214. If it does not, then by selection at the younger age as suggested by witnesses you would not be able to satisfy the principle laid down by Lord Macaulay, who said that

JOHN ALISON, Esq., M.A., F.R.S.E., Headmaster of George Watson's College, Edinburgh.

*Answers relating to the Indian Civil Service.*

56,217. It has been suggested that the age for appearing in the open competitive examination for the Indian Civil Service should be lowered, so as to secure boys at the school-leaving age. What is your opinion on this suggestion?—Perhaps I may first explain the position of the college. George Watson's College is a large secondary day school for boys under the control of the Education Board of the Edinburgh Merchant Company. Its curriculum, generally speaking, is regulated by the conditions of the intermediate and leaving certificates of the Scotch Education Department. It sends out annually about 40 boys to the University and 160 directly into professional or business life. The pupils are drawn mainly from the families of the professional and commercial classes in Edinburgh, with a number of boys from country districts and from the Colonies.

During the past 20 years 45 former pupils of the college have been successful in the examinations for the Home and Indian Civil Service. Of these, 38 entered the Indian Service. Most of the 45 competed after finishing an Arts course at Edinburgh University, a few were at Oxford or Cambridge, and a small proportion of them, so far as I know, had recourse to the services of a crammer. They were the sons of fathers of various professions and businesses, no particular class standing out conspicuously before others.

In my opinion the suggested change in the age limits to the school-leaving age is undesirable for the following reasons:—

(i) The high intellectual and other endowments, the possession of which it is desired to ascertain by any scheme of competition, generally manifest themselves as a superior general capacity. This is of slow growth, and may actually depend for its most favourable development upon an absence of pressure in earlier years. The premature specialisation and the anxiety implied by so serious an examination at 18 or 19 would indeed be gravely harmful to development of mind and

you must get for the Indian Civil Service the best product of the English system of education; it would not satisfy that principle?—It is very difficult indeed to prophesy what will be the result.

56,215. I mean if you have an examination at an earlier age, would you get the same class of man as you do now at the maturer age?—I do not think in the long run you will get, under the younger system, as good men as you get under the present system. I do not think so.

56,216. Even if you conform the examination at the younger age to the scholarship examination?—I do not think you would.

(The witness withdrew.)

character. The best chance of success would fall to the boys who had developed that early aptitude which is often found dissociated from weight. Again, many boys have neither realised the importance of hard study nor decided their course in life till near the end of their school course, till, indeed, it would be too late to prepare for the competition at the early age proposed. It is not enough to say that the boy who does not wake up and decide in time has lost and deserves to lose his opportunity to enter this particular Service. From the point of view of the public service the loss of the type—the later developing type, that is—would be regrettable; for the men whose boyhood has been prolonged are by no means the inferior men afterwards. Hence the maximum age limit should be as late as is compatible with that deemed best for entering the Service in India.

Further, there is no reference in your communication as to the extent or nature of the University course to be followed by the successful candidates of 18 or 19 before they proceed to their duties in India. That a University course will be taken in the interval I do not doubt. The declaration of Lord Macaulay's Committee is still of fundamental importance: “It is undoubtedly desirable “that the Civil Servant of the Company “should enter on his duties while still young, “but it is also desirable that he should have “received the best, the most liberal, the most “finished education that his native country “affords.” But in my view even the best course of study would lose much of its value if it were followed with the moderate application to be expected of men who were conscious that their success had already been attained.

(ii) In regard to the applicability of the proposed conditions to our Scottish system, I would point out that the normal leaving-age in English higher schools is at least a year later than in Scottish secondary schools. With us the leaving certificate may be taken by a boy of 17.

Under the present conditions of the examination, our boys, with the ordinary school

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course and a course of study at the University, have a fair opportunity of entering the Indian Service. If the suggested changes were made, those boys would have the best chance who could afford to go to schools where special preparation was given for the examination. Very few schools in Scotland, save those working on the lines of the English public schools, could give the special classes for such preparation. Apart from the question of funds, the conditions under which the schools work would be a handicap, unless the examination were in the well-defined group of subjects which are normally demanded for the school-leaving certificate, viz. :

English ; another Language ; Mathematics or Science ; a fourth subject (not already taken) chosen from—

Latin.	Gaelic.
Greek.	Mathematics.
French.	Experimental Science.
German.	Geography.
Italian.	History.
Spanish.	Drawing.

It has, rightly I think, been the policy of the Scotch Education Department to discourage high specialisation at school.

56,218. Supposing the suggestion for lowering the age limits is accepted, what would you prefer?—Should the suggestion of lowering the age be adopted, I should prefer 18 to 19.

56,219. What would be the character of an open competitive examination designed for boys of school-leaving age? In particular: (a) should the examination approximate to the scholarship examinations of Oxford and Cambridge; (b) should the examination contain a number of subjects all optional, the only limitation to the candidate's freedom of choice being contained in the provision that the maximum number of marks which can be obtained from the subjects chosen shall not exceed a specified amount; (c) should the examination\* consist of some compulsory and some optional subjects; and (d) should the examination be one in which the options are classified in groups according to their affinities, and the candidate's liberty of choice is confined to selecting a certain group?—As to the character of the open competition for boys of school-leaving age—

(a) No, I do not approve of an examination like that of the scholarship examination of Oxford or Cambridge. Boys at school should be allowed to take the broad curriculum which has proved good for general mental development. Interference with this curriculum for the sake of a few pupils taking special subjects could not be contemplated by the Scottish schools.

(b) No, I do not approve of an examination in a number of subjects all optional. This method is quite suitable under the

present conditions, but not for boys just leaving a school where the choice of subjects is restricted and certain subjects are compulsory. The free choice for boys from most Scottish schools would be quite illusory, and therefore should not be offered.

(c) Yes, there should be both compulsory and optional subjects. This is in accord with the work of the schools. I should, in a tentative fashion, suggest:—

A.—Compulsory Subjects :—

English (Language, Literature, Composition).

Mathematics or Science.

Latin, or Greek, or French, or German.

B.—Optional (two to be taken) :—

Latin                      }  
Greek                      }  
French                      } If not already taken.  
German

Mathematics.—If not already taken.

Applied Mathematics.

Science :—

Chemistry                      }  
Physics                        } Two of the four.  
Zoology                        }  
Botany

History.

Geography.

(d) No, I should, subject to reply to (c), grant the candidate full liberty of choice of subjects without reference to any classification in groups according to their affinities.

56,220. What regulations would you suggest so as to ensure that the candidates had followed a school course and had not been prepared by a crammer?—I would not limit the field of selection in any way. Not every "crammer" deserves the prejudice attaching to the term, and if a clever boy presented himself for examination from a crammer's, he should have his chance with the others *provided that* he has means of satisfying the Commissioners as to the points mentioned below.

26,221. To what extent could a rigorous test of character and a scrutiny of the school record be combined with a competitive examination?—Inquiries as to character and school record should be made for all intending candidates *before* they are admitted to the examination. The schedules of inquiry at present sent out by the various Public Departments will suggest the various points to be emphasised. Besides the customary details as to character and abilities demanded by these schedules, attention should be paid to qualities of leadership if developed in games, or in the Officers' Training Corps, or in other activities of the school. There is no way that I can imagine of combining the results of such inquiries with the results of the written examination in such a way as to affect the final order of the candidates.

56,222. Are you of opinion that the accuracy of the result of an examination, as a test of intellectual promise, is affected by the

\* A specimen of such an examination was enclosed  
—*vide* Appendix X.

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number of candidates who appear for it? If so, do you anticipate that an examination at the age suggested, will be exposed to a danger of this kind, and how would you obviate this, should the case arise?—It is likely that under the suggested conditions a very large number of boys would desire to compete, and there is no doubt that such a large number is bound in some degree to affect the fairness of the results arrived at. Varying judgments will be passed by different examiners or even by

the same examiner if he has to revise a large number of papers. The best way, in my opinion, of obviating the difficulty would be to attach considerable weight to the evidence afforded by the school record referred to in the previous question, and rigorously to exclude from the examination all who are unlikely to come up to the standard of the Service. I believe the Commissioners could count on the careful and conscientious assistance of Headmasters to this end.

Mr. JOHN ALISON, M.A., F.R.S.E., called and examined.

56,223. (*Chairman.*) You are Headmaster of George Watson's College, Edinburgh?—Yes.

56,224. How many boys have you got at your College?—1,175 at present. We take them at the earliest age, and that includes the elementary department.

56,225. What age is the youngest?—We begin at five.

56,226. How many have you got in the secondary department?—We have 640 over 12 years of age.

56,227. Is yours exclusively a day school?—Yes.

56,228. I see you state that you have passed a good many boys into the Indian Civil Service?—Yes. I should like to make a correction there. In my written answers I say we have passed 45 in the last 20 years. That ought to be 41 in the last 20 years. I find that I counted four who entered at an earlier date.

56,229. Of those, you state 38 have entered the Indian Civil Service. You will require also to alter the figure 38?—Yes, 34 have entered the Indian Civil Service, not 38.

56,230. The others have stayed at home and taken the Home Service?—Yes.

56,231. How have most of those gone into the Service from you? Have they gone on to one of the Scotch Universities?—They have nearly all gone to Edinburgh University.

56,232. And then gone to Oxford or Cambridge for their year's probation?—Yes; they take their final there. We have passed half-a-dozen boys on to Oxford for a year or two before competing, but the vast majority have gone to Edinburgh University alone after school.

56,233. You have had a falling off in the last five years?—Very considerable. In the last five years we have passed only seven.

56,234. Do you attribute that falling off to the late age at which they are asked to adopt a career?—I would not put very much stress on that explanation, because at the same age we had larger numbers. That is only one possible explanation. I think another explanation is probably this, that there seems to be abroad in the minds of the boys the fact that the Indian Civil Service is not so attractive as it once was, for what reason I do not know.

56,235. You have not been able to gather any real reason for that?—One could speculate, perhaps, that the unrest in India may have something to do with it. Also that the general conditions of life out there are not just as they once were. The expenses of living are rising, I suppose, and the income has not risen.

56,236. At any rate you have an impression that it is somewhat unpopular both with the parents and the boys?—Yes, although it may be there is nothing definite behind it. I do not know.

56,237. You would approve of a reduction of age; you would like it to be between 21 and 23?—If there is to be a reduction at all, I think that is probably all that I should approve of.

56,238. You would not welcome a reduction to the school-leaving age?—Not unless you could adapt it to the school conditions in Scotland.

56,239. You realise that if it were taken at the age you mention, 21–23, it would seriously interfere with the English Universities?—Yes, I know there is a difficulty there.

56,240. Your objection to the school-leaving age is that you think an examination of this character would introduce undue specialisation at too early an age?—Yes, it would require that, and we could not give it. The Education Department compel us, quite rightly in my opinion, to give a very broad curriculum up to the age of 15 or 16. Every boy takes English, Mathematics, a language other than English, Science, and Drawing, and follows this course for three years, until he is between 15 and 16.

56,241. Has he got to take Latin or Greek?—The language is not specified—one language other than English.

56,242. So that he may take a modern language or a classical?—Yes. Then for two years after that every boy must take English, Mathematics, or Science, and another language. With these conditions laid upon us we could not begin to specialise early enough for an examination such as would suit the English schools; but if the examination were made to suit us, of course I would have no objection.

56,243. Supposing an examination were made to suit the English public schools or

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the Scotch public schools like Fettes, would not that suit you?—I think not.

56,244. Does that mean that your standard is not so high as that of the English public schools?—In Classics probably we do not go so high as certain selected boys of theirs would go. In Mathematics I believe we go as high as any of them. It is not that we are inferior, but that we have to keep a high standard all round, and so cannot specialise so as take any particular subject to a higher standard.

56,245. So that if you were to have an examination framed on the lines of the Oxford or Cambridge scholarships, that would not suit you?—No, simply because it takes fewer subjects, and therefore the boys who are specially prepared for them can go higher.

56,246. Do you ever have successful candidates for these scholarship examinations direct from your school?—Sometimes.

56,247. They do get in from your school?—Yes.

56,248. I suppose as time proceeds your standard will approximate to the standard of the older public schools?—If you have to bring four subjects up to the highest standard possible, and another school has to bring only three subjects up to the highest standard possible, it stands to reason you will never be able to bring your four subjects to the same standard as the other school can bring its three. It depends on the number of subjects.

56,249. Your contention is that you have got a higher level over a greater number of subjects than the older public schools?—My contention is that in some subjects they are higher and in some they are lower. But our average, so far as I am able to find out, is quite as high as theirs.

56,250. Then you have got the school-leaving certificate. At what age is the school-leaving certificate obtained?—There are two certificates; there is an intermediate certificate and a leaving certificate. The intermediate is supposed to be taken at 15, but it is taken probably between 15 and 16. The leaving must be two years later. The Scotch Education Department do not grant it until two years' study has elapsed after the intermediate, so that you may take it about 18.

56,251. What proportion of your boys stay with you till they are 18, would you say?—We have a class, I should say, of about 50 boys who would average 18 or 18½.

56,252. Would you say that more stay till they are 18 or more go away at about 16 and go on to the University of Edinburgh?—More go away.

56,253. That is the more usual practice?—Yes. I should say that more go away to other places than the University. Of those who go to the University the majority stay till they are 18.

56,254. Assuming the examination to be taken at the school-leaving age, you say you

would not in any way introduce any scheme which would have a tendency towards limiting the field of selection?—No; I would prefer the broad field.

56,255. You would not care to see the condition established that this leaving certificate must be presented?—No, I should prefer to keep the broad field we have at present.

56,256. You have not got the same apprehension of the injury of the crammer that some people have?—If you put a crammer in place of a school course I should deprecate that altogether; but if after a boy has taken a school course he has three or six months to spare and goes to a crammer who brings him up and works him at high pressure and brings everything fresh to his mind, I do not see any harm in that at all.

56,257. Provided he has got his sound groundwork?—Provided he has got his school course.

56,258. Then it may be very useful to him?—Quite.

56,259. As regards a test of character, you would confine yourself merely to a certificate similar, I suppose, to the certificate that now obtains?—It is very difficult to do anything else. I do not see what else you can do.

56,260. We have had schemes put before us having for their object the testing of character as distinguished from the testing of intellectual attainment?—I cannot see anything that can be done except to give the personal testimony to what is known of the boy's character.

56,261. You do not think that any Board of Selection would be of any use?—They could only judge by an interview, and hear over again the schoolmaster's opinion, which does not add much to what the schoolmaster has given before.

56,262. Do you know a certificate that now has to be filled in for a candidate going up for the Indian Civil Service examination?—Yes, I have seen that.

56,263. Would you say that that might be strengthened and made more effective?—I do not remember the details sufficiently to say.

56,264. Of course it is not given by you because it has to be filled in and signed at the University of recent years, has it not?—Yes.

56,265. They never go back to the schoolmaster for that; it is filled in by the University authorities?—Yes.

56,266. (*Mr. Abdur Rahim.*) I think you stated that the discussion of certain problems in India has affected the number of recruits for the Indian Civil Service to some extent?—I said I thought it might.

56,267. It might happen that as the problems of Indian administration become more complicated and difficult the weaker boy would keep out and the field would be left to the more adventurous and capable boys?—That is so.

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56,268. (*Mr. Madge.*) Do you think that the raising of the age to the present limit has had any effect in diminishing the number of candidates?—No, I cannot say so, because with the same age we had in two years in succession, in 1900–1901, six boys who passed the examination. We had six in each of those years. Then in 1904 we had four and in 1907 we had four.

56,269. (*Lord Ronaldshay.*) The age was changed in 1906; one year was added?—That seems to have affected it then, because although four passed in 1907 they would have begun their studies several years before. I should think it has affected it.

56,270. (*Mr. Madge.*) Is your approval of the partial reduction based on the supposition that there must be some reduction? I want to ask you to say quite frankly whether you would have any reduction or none at all?—It is based on the assumption that there must be some.

56,271. But if there were no assumption you would have no reduction?—I should leave it alone.

56,272. Would you say so on the ground that the older his age the better judge a man is as to his future career and his development of character?—I would do it on the ground that the man is so far developed that the selectors can better judge.

56,273. Have you heard of cases in which the promise of early years has not been fulfilled later?—Do you mean with regard to these candidates or in general?

56,274. In general first, and then with regard to these candidates?—Yes, I know many cases in general.

56,275. Taking the cases in general, would that form an element in your judgment as to your preference for the later age?—It would.

56,276. Do you think a system of competition for appointments has had any effect upon education generally in Scotland?—You mean this particular competition?

56,277. More or less, yes. In this particular case we are considering this question, but there is increasing competition for other services too?—I would not like to say so.

56,278. You do not think, because competition seems to be a channel or a guide to appointments in the public mind, that it reacts at all on education?—I would be very doubtful about that.

56,279. Of course it ought not to do so. Has cramming increased in Scotland at all?—No, I think not.

56,280. Do you think there is any method of testing character apart from the competitive system?—I think there is no method under the competitive system. The two things are quite apart.

56,281. Does any method occur to you of remedying that serious defect in the competitive system?—No. I have thought over it, but I cannot see any way of doing it except simply asking the schoolmaster's opinion of

the boys before they are allowed to go in, or after. It does not matter which.

56,282. How far would *viva voce* examinations tend to correct or modify a defect of that sort?—Only in so far as they bring the candidates face to face with the examiner so that he sees something of their personality. If he could give some marks for that, which would be a very dangerous thing to do, I think, it might be something which could be tried.

56,283. There would be no other way but marks?—No, and I do not see any way of giving marks for it with any certainty.

56,284. (*Mr. Fisher.*) You told us that you have got 41 boys into the Indian Civil Service?—Yes.

56,285. When those boys left your hands, did you regard them as able boys?—Yes, they were all able boys.

56,286. You had detected their ability at that stage?—Yes, they had made up their minds before they left school to compete.

56,287. But you had detected them as able boys?—Yes.

56,288. Did they get scholarships or bursaries at the University?—Nearly all of them.

56,289. So that so far as that goes you were able to predict at the age of 18 or 19 when they left your hands their promise and their ability?—I was.

56,290. So that to that extent a test of 19 has proved satisfactory?—Yes, but of course the conditions are slightly different now. This compulsory broad study was not on then.

56,291. I understand that makes a difference?—There is one other difference, if you will allow me to state it, that these boys, although they were detected then as lads of promise, were not put to the test until three or four years later. If they had been tested at 19, it is just possible that some of those boys would not have got in because they had not settled in their own minds that they were going in for the Indian Civil Service two or three years earlier.

56,292. I understand that, but my point is that at 18 they had already shown themselves boys of marked ability—of sufficient ability to win in most cases bursaries or scholarships at the University?—Yes.

56,293. And therefore they had shown themselves capable of passing a competitive test at that age?—Yes.

56,294. I was a little surprised at your saying, in answer to Mr. Madge, that there was no correspondence between the results of a competitive examination and the general character of boys?—I did not mean to go to that length.

56,295. You would not go so far as that?—No. All I intended to say was that I have known cases of boys who did not fulfil the promise that they held out at the ages of 18 and 19.

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56,296. But surely you would agree, as an experienced educationist, there is a very large presumption that boys who do well in examinations are also boys of substantial character?—Very large indeed. I only say I know some instances to the contrary, that is all. The rule holds.

56,297. The rule holds that a competitive examination is a very good general test of character?—Yes—you mean of capacity, general capacity?

56,298. Industry, resolution, capacity to concentrate the mind on the subjects in which it is desirable the mind should be concentrated?—Yes, it is a very good test.

56,299. Management of time, adjustment to a practical age—it is a very good general test of character in that way?—Yes, I agree.

56,300. It is quite clear that it is a test which does not always work and which it would be desirable occasionally to correct; is not that your point of view?—Yes.

56,301. If you could find a means of correcting it?—Yes, and it is that means I do not see how to apply.

56,302. (*Mr. Sly.*) I should like to ask your opinion in regard to the field of candidates that you think would be attracted by an examination at the school-leaving age. Do you think that in your school and other schools of that nature in Scotland, the Indian Civil Service would attract the best boys at that examination or that the Universities would attract the best boys?—I think probably there would be an increase in the number of boys who would try it. They would have a shot at it.

56,303. The best boys in the school?—Yes, I think there would be an increase in the number of best boys in the school who would try it.

56,304. So far as the schools are concerned we would probably get rather a larger and better field than we do at present?—Yes, I think you would, provided the examination was made to suit them. If they saw that the examination was not made to suit them, you would not have a larger field.

56,305. We had a proposal put before us that so far as Scotland is concerned all the candidates that are desirous of appearing for the examination should be required to have this school-leaving certificate. Do you think that is a reasonable proposition?—Provided you put a corresponding condition on in England and Wales that the same broad standard or something like it that we pass they should pass; otherwise obviously it would be unfair.

56,306. But that condition, so far as Scotland is concerned, would not exclude any particular type of school or particular type of education that it would be undesirable to exclude?—No. You are practically compelling every Scotch boy to take this broad course up to 18 years of age, and you are

not putting a similar compulsion on an English boy.

56,307. You have told us that you have heard from different sources that the attractions of the Indian Civil Service are not so great as they were formerly, and that this has affected the selection of that Service by candidates for their future career in life?—I think there is something in that.

56,308. Is that the impression generally now in Scotland, do you know?—I could not say.

56,309. How did it come to you, if I may ask, without going into details?—Simply from talks with the old boys, some of them Indian Civil Servants themselves, and with boys who were talking to me about whether they should go in for it or not. They told me they had heard this rumour.

56,310. Were the rumours directed towards the financial prospects in that Service or to other considerations?—Both, but mainly I think other considerations.

56,311. Other than the financial prospects?—Yes. I think probably there are reasons out there, but I do not know what they are, which give rise to some feeling of that kind.

56,312. (*Mr. Chaubal.*) With regard to the 35 boys who entered the Indian Civil Service from your school, could you say at what age they made up their minds to get into the Indian Civil Service?—I should think somewhere about 18, just before leaving school or just about the time they left school. They left for Edinburgh University with the intention of taking a course there that would suit them for the Indian Civil Service.

56,313. When they left school they thought of entering the Indian Civil Service?—Yes.

56,314. And they also competed for the scholarship examination?—They went to the University; they took bursaries at Edinburgh University, they took a three years' course there, took their Honours degree there, and then some of them would compete at once and some of them would have another year. Some of them got scholarships from Edinburgh University to Oxford, and had another year there and then competed.

56,315. What is the age for the scholarship examination at Oxford?—Usually 19, but these men got scholarships at Edinburgh University to take them to Oxford.

56,316. So that they were more advanced in age?—Yes.

56,317. What I want to know is this; of those who went to Oxford and Cambridge Universities and went in for the scholarships, supposing this competitive examination for the Indian Civil Service was started at the school-leaving age, would those candidates have gone in for the scholarship examination or for the Indian Civil Service examination?—Do I understand you mean if the boys had had the choice of taking the Indian Civil Service examination at 19 or of going to Oxford and trying for the scholarship?

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56,318. I think I had better make my question clear. I am under the impression that the scholarship examination at Oxford is at the age of 18 or 19?—19.

56,319. And it is proposed to have the Civil Service competitive examination at that age also?—Yes.

56,320. What I wish to know is, if there had been those two examinations at the same age, how many of those 35 or 41 candidates to whom you have referred would have preferred to go in for the Civil Service rather than for the other?—I think that would have altogether depended on the examination you are going to establish.

56,321. But surely the material will be divided at any rate?—Probably.

56,322. Some would go in for this and some would go in for the other?—Very probably.

56,323. Under those circumstances they can afford to wait till 22 or 23 in order to make their choice?—Yes.

56,324. (*Sir Theodore Morison.*) I understood you to say that because your boys took a broad course it would be impossible for them to compete in an examination for which high marks are given for specialisation. Is that so?—Yes.

56,325. But I suppose it would be possible to offer in this examination an alternative group which would suit your boys?—Yes.

56,326. Could you indicate to me, as Dr. Heard did, the kind of group which would not interfere with your broad course? I suppose the boys would have to take three or four subjects?—They would have to take English, Mathematics or Science, and some language other than English. Those three would have to be in.

56,327. Do you want anything more; that is what I want to know. Do you want any History?—I would not make History compulsory because they are not all compelled to take that at the higher stages.

56,328. Would that group of three subjects adequately represent your school; would you be satisfied with that?—No, they all have to take four.

56,329. The fourth might be an optional subject?—Yes.

56,330. If the fourth subject in the group were made optional, would it do?—Yes, it could be done in that way.

56,331. The option would be, I suppose, between Physics, Chemistry, History, or another language; that is the sort of thing you mean?—Yes.

56,332. If you had a group marked as high as the specialised classical group, your school would be adequately represented?—Quite. It is a question of the marks that you give to certain subjects.

56,333. If its breadth is marked equally with its height that would suit you?—Yes; it is a matter of detail which would require very careful consideration.

56,334. But that would not upset your school?—No, it would not.

56,335. And you think your boys would take that in their stride?—Yes.

56,336. It is really only a question of weighing it as against the other?—That is the question—the adjustment of the marks.

56,337. I am supposing that the boys who come from this type of school are confined to their own particular group; they must not wander about. You agree with that?—Yes.

56,338. A person who has been trained on the classical specialisation has to stick to that, and a person who has been brought up on the broad course has to stick to that in his examination?—I am mainly anxious that my boys should not be tempted to attend to other things than their course.

56,339. That seems to me the reason for saying that you must not pick about among a large number of options, but you have to stick to your group?—Yes.

56,340. You think that group would satisfy you, and that you would not want more than four subjects?—No. I said two more in my paper, making five, but four would suit better.

56,341. The important thing is to get a course which would satisfy the school?—Yes.

56,342. Have you any reason for adding that fifth subject? Would you as a schoolmaster like your boys to get up another subject in addition to the four which are compulsory and which they are taking in the school curriculum?—I think there are some boys in the school who take five at the higher stages.

56,343. But you do not think it is particularly desirable?—No. I think four is the best thing for the school.

(The witness withdrew.)

(Adjourned *sine die*.)

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**APPENDIX No. I.**

(Referred to in Question 53,156.)

*Regulations respecting the Training and Examination in Law of Assistants in His Britannic Majesty's Consular Service for China, Corea, and Siam, during their Residence on Furlough in England.*

1. With a view to enable assistants in His Britannic Majesty's Consular Service for China, Corea, and Siam to study law in this country in order—

- (a) To qualify themselves in the special branches of the law which would be useful to them in their Consular duties ; and,
- (b) To be ultimately called to the Bar,

the following special extensions of leave have been sanctioned :—

2. In the case of officers in His Majesty's Consular Service in China and Corea the usual furlough of one year after five years' service will be extended to two years in the case of any assistant who may, on this ground, apply for such extension, provided that the Minister under whom he may have been serving shall recommend the application, and shall express his opinion that the ability, industry, and general good conduct exhibited by the officer in the past five years warrant the expectation that he will turn to good account whatever opportunities of studying law may be afforded him.

3. Assistants to whom the Minister has recommended that extended leave shall be granted will, on their arrival in England, be reported by the Foreign Office to the Civil Service Commissioners, who will make arrangements for the examination referred to in paragraph 5 (d).

4. The grant of a second year's leave of absence will not be confirmed unless the Assistant can produce to the Secretary of State at the end of his first year—

- (a) A certificate from the proper officer of the Inn of Court to which he belongs, that he has regularly kept his terms since his admission.
- (b) A certificate from the Council of Legal Education that he has qualified in the following branches of Law in the examinations, conducted by the Council, of candidates for Call to the Bar :—
  - (i) Roman Law.
  - (ii) Constitutional Law (English and Colonial) and Legal History.
  - (iii) Criminal Law and Procedure.
  - (iv) Real Property and Conveyancing.
- (c) A certificate from the Council that he has passed satisfactorily in the Term examinations conducted by the Readers or Assistant Readers in the following :—
  - (i) Evidence.
  - (ii) Civil Procedure.

5. At the end of his second year's leave the Assistant will be required to produce to the Secretary of State—

- (a) A certificate from the proper officer of the Inn to which he belongs that he has regularly kept his terms.
- (b) A certificate from the Council of Legal Education that he has qualified in the following branches of law in the examinations, conducted by the Council, of candidates for call to the Bar :—
  - (i) Common Law.
  - (ii) Equity.
  - (iii) Evidence and Civil Procedure.
- (c) A certificate from the Council that he has passed satisfactorily in the term examinations in—
  - (i) Private International Law.
  - (ii) Commercial Law, with especial reference to Mercantile Documents in daily use.
- (d) A certificate from the Civil Service Commissioners that he has passed a satisfactory examination in the following subjects :—
  - (i) The law relating to merchant shipping, contracts of affreightment, and marine insurance.
  - (ii) The status of and jurisdiction over British subjects and aliens, questions of extra-territoriality as affecting marriage, succession (testamentary and intestate), contracts, torts, and criminal liability.
  - (iii) Any other subject or subjects which the Civil Service Commissioners, with the approval of the Secretary of State, may from time to time prescribe.

6. The assistants will also be required to furnish, at such times and in such manner as the Civil Service Commissioners may direct, certain notes of cases and proceedings in Courts of Law, and before Police Magistrates, and may be called upon to submit themselves to *vivâ voce* examinations touching their knowledge of the meaning and conduct of the proceedings they have reported.

7. In the case of Assistants in His Britannic Majesty's Consular Service for Siam who come home after three years of absence, extensions of leave will be granted at various times in order to enable them to keep the requisite number of terms, provided such extensions do not in the aggregate exceed twelve months.

The certificates mentioned in paragraph 4 will be required when the Assistant has had the opportunity of keeping six terms, and those in paragraph 5 at the expiration of the final extension.

8. Detailed information relating to the lectures, classes, and examinations conducted by the Council of Legal Education may be obtained from the Clerk to the Council, 15, Old Square, Lincoln's Inn, or from the proper officers of any of the four Inns of Court.

Foreign Office,  
June 1909.

## APPENDIX No. II.

(Referred to in Question 53,163.)

### REGULATIONS AS TO THE PHYSICAL EXAMINATION OF CANDIDATES FOR APPOINTMENTS UNDER THE GOVERNMENT OF INDIA.

#### NOTE.

These Regulations are published for the convenience of candidates and in order to enable them to ascertain the probability of their coming up to the required physical standard. But it must be clearly understood that the Secretary of State reserves to himself an absolute discretion to reject as unfit any candidate whom he may consider, after hearing the opinion of his medical advisers, to be physically disqualified for the public service; and that his discretion is in no respect limited by these Regulations.

The Regulations for the physical examination of candidates for the Indian Civil Service are made by the Civil Service Commissioners, to whom any inquiry should be addressed.

#### GENERAL PHYSICAL REQUIREMENTS.

1. A candidate must be in good mental and bodily health, and free from any physical defect likely to interfere with efficient performance of duty.

2. In the examination of candidates the Medical Board will apply the following table of correlation of age, height, and chest girth:—

Age.	Height without Shoes.	Chest.	
		Girth when Expanded.	Range of Expansion.
18 to 19	Inches.	Inches.	Inches.
	62 and under 65	34½	2
	65   , 68	35	2
	68   , 72	35½	2
19 to 20	72 and upwards	36	2½
	62½ and under 65	35	2
	65   , 68	35	2
	68   , 70	35½	2
21 and upwards	70   , 72	36	2
	72 and upwards	36½	2½
	62½ and under 65	35	2
	65   , 68	35½	2
	68   , 70	36	2
	70   , 72	36½	2½
	72 and upwards	37	2½

3. *Measurement of Height.*—The candidate will be placed against the standard with his feet together, and the weight thrown on the heels, and not on the toes or outside of the feet. He will stand erect without rigidity, and with the heels, calves, buttocks, and shoulders touching the standard; the chin will be depressed to bring the vertex of the head level under the horizontal bar, and the height will be noted in parts of an inch to eighths. In the Indian Police Force a minimum height of 5 ft. 4 ins. is required, but in other Departments no fixed limit of height is imposed.

4. *Measurement of Chest.*—The candidate will be made to stand erect with his feet together, and to raise his hands above his head. The tape will be carefully adjusted round the chest, with its posterior upper edge touching the inferior angles of the shoulder blades, and its anterior lower edge the upper part of the nipples. The arms will then be lowered to hang loosely by the side, and care will be taken that the shoulders are not thrown upwards or backwards so as to displace the tape. The candidate will then be directed to empty his chest of air as much as is possible. This is best done by continuous whistling with the lips as long as sound can be produced. The tape is carefully gathered in during the process, and when the minimum measurement is reached it is recorded. The candidate will then be directed to inflate his chest to its utmost capacity. This maximum measurement will likewise be noted. The girth with the chest fully expanded and the range of expansion between the minimum and the maximum will then be recorded.

5. The hearing must be good.

6. The speech without impediment.

7. The teeth in good order, i.e., decayed or broken teeth must be properly stopped or crowned, and deficient teeth replaced by artificial teeth where necessary for effective mastication.

8. The chest must be well formed, the lungs and heart sound.

9. Rupture, hydrocele, varicocele, varicose veins in a severe degree, or other condition likely to cause inefficiency will disqualify a candidate, unless such condition is cured by operation.

10. The limbs, feet, and toes must be well formed and developed, with free and perfect motion of all the joints.

11. A candidate must have no congenital malformation or defect likely to interfere with efficiency.

12. A candidate must not be the subject of chronic skin disease.

13. Evidence of previous acute or chronic disease pointing to an impaired constitution will disqualify.

14. The Regulations as to the standard of vision required are shown separately for each department.

Candidates may, if they wish it, undergo a preliminary examination by the Medical Board, which meets at the India Office every Tuesday, under the following conditions:—

(a) Applications must be addressed to the Under Secretary of State, India Office, Whitehall, London, accompanied by a fee of two guineas, and a statement as to the particular appointment which the candidate desires to obtain.

(b) Candidates must pay their travelling expenses.

(c) Candidates considered to be unfit by the Medical Board at this preliminary examination are not bound to accept its opinion, but may, *at their own risk*, continue their studies, with the knowledge that they will have to submit themselves for a final medical examination by the Medical Board, prior to the examination, or to their appointment.

(d) On the other hand, it must be distinctly understood that the preliminary examination by the Medical Board is held solely for the candidate's information, and that, if after that examination he is reported to be apparently fit, he has not on that account any claim to be accepted as physically fit when he presents himself for the final Medical Examination, upon which alone his acceptance or rejection will depend. Candidates may be considered fit for the Service at the preliminary examination, but may be found at the final examination to be unfit, either on account of some physical defect which did not exist or passed undetected at the preliminary examination, or for other reasons.

#### REGULATIONS AS TO THE STANDARD OF VISION.

*The Ecclesiastical, Education, Geological Survey, Agricultural, Indian Finance, Customs, Civil, Veterinary, and other Departments not specially provided for in the following pages:—*

1. A candidate may be admitted into the Civil Services of the Government of India if ametropic in one or both eyes, provided that, with correcting lenses, the acuteness of vision be not less than  $\frac{1}{2}$  in one eye and  $\frac{1}{2}$  in the other; there being no morbid changes in the fundus of either eye.

2. Cases of myopia, however, with a posterior staphyloma, may be admitted into the service, provided the ametropia in either eye does not exceed 2·5 D, and no active morbid changes of choroid or retina be present.

3. A candidate who has a defect of vision arising from nebula of the cornea is disqualified if the sight of either eye be less than  $\frac{1}{2}$ ; and in such a case the acuteness of vision in the better eye must equal  $\frac{1}{2}$ , with or without glasses.

4. Squint or any morbid condition, subject to the risk of aggravation or recurrence, in either eye, may cause the rejection of a candidate. The existence of imperfection of colour sense will be noted on the candidate's papers.

*The Departments of Forest, Survey, Telegraph, Factories, and for various Artificers.\**

1. If myopia in one or both eyes exists, a candidate may be passed, provided the ametropia does not exceed 2·5 D, and if with correcting glasses, not exceeding 2·5 D, the acuteness of vision in one eye equals  $\frac{1}{2}$  and in the other  $\frac{1}{2}$ , there being normal range of accommodation with the glasses.

2. Myopic astigmatism does not disqualify a candidate for service, provided the lens or the combined spherical and cylindrical lenses required to correct the error of refraction do not exceed - 2·5 D; the acuteness of vision in one eye, when corrected, being equal to  $\frac{1}{2}$ , and in the other eye  $\frac{1}{2}$ , together with normal range of accommodation with the correcting glasses, there being no evidence of progressive disease in the choroid or retina.

3. A candidate having total hypermetropia not exceeding 4 D is not disqualified, provided the sight in one eye (when under the influence of atropine) equals  $\frac{1}{2}$  and in the other eye equals  $\frac{1}{2}$ , with + 4 D or any lower power.

4. Hypermetropic astigmatism does not disqualify a candidate for the service, provided the lens or combined lenses required to cover the error of refraction do not exceed 4 D, and that the sight of one eye equals  $\frac{1}{2}$  and of the other  $\frac{1}{2}$ , with or without such lens or lenses.

5. A candidate having a defect of vision arising from nebula of the cornea is disqualified if the sight of one eye be less than  $\frac{1}{2}$ . In such a case the better eye must be emmetropic. Defects of vision arising from pathological or other changes in the deeper structures of either eye which are not referred to in the above rules, may exclude a candidate for admission into the service.

6. Squint or any morbid condition, subject to the risk of aggravation or recurrence, in either eye, may cause the rejection of a candidate. The existence of imperfection of colour sense will be noted on the candidate's papers.

*Public Works Department and Superior Establishments, Railway Department.*

1. If myopia in one or both eyes exists, a candidate may be passed, provided the ametropia does not exceed 3·5 D, and if, with correcting glasses not exceeding 3·5 D, the acuteness of vision in one eye equals  $\frac{1}{2}$  and in the other  $\frac{1}{2}$ , there being normal range of accommodation with the glasses.

2. Myopic astigmatism does not disqualify a candidate, provided the lens, or the combined spherical and cylindrical lenses required to correct the error of refraction, does not exceed 3·5 D; the acuteness of vision in one eye, when corrected, being equal to  $\frac{1}{2}$ , and in the other  $\frac{1}{2}$ , together with normal range of accommodation with the correcting glasses, there being no evidence of progressive disease in the choroid or retina.

3. A candidate having total hypermetropia not exceeding 4 D is not disqualified, provided the sight in one eye (when under the influence of atropine) equals  $\frac{1}{2}$ , and in the other eye equals  $\frac{1}{2}$ , with + 4 D glasses, or any lower power.

4. Hypermetropic astigmatism does not disqualify, provided the lens or combined lenses required to cover the error of refraction do not exceed 4 D, and that the sight of one eye equals  $\frac{1}{2}$ , and the other  $\frac{1}{2}$ , with or without such lens or lenses.

5. A candidate having a defect of vision arising from nebula of the cornea is disqualified if the sight of that eye be less than  $\frac{1}{2}$ . In such a case the better eye must be emmetropic. Defects of vision arising from pathological or other changes in the deeper structures of either eye, which are not referred to in these rules, may exclude a candidate.

6. Squint or any morbid condition, subject to the risk of aggravation or recurrence, in either eye, may cause the rejection of a candidate. Any imperfection of the colour sense is a disqualification for appointment to the Engineering Branch of the Railway Department, or as Assistant Superintendent in the Traffic Department. In all other cases a note as to any imperfection of colour sense will be made on the candidate's papers.

\* Artificers engaged in map and plan drawing may be considered separately, and this standard relaxed if it appears to be desirable.

*The Indian Medical Service and the Police Department.*

1. Squint, or any morbid condition of the eyes or of the lids of either eye liable to the risk of aggravation or recurrence, will cause the rejection of the candidate.

2. The examination for determining the acuteness of vision includes two tests; one for distant the other for near vision. The Army test types will be used for the test for distant vision, without glasses, except where otherwise stated below, at a distance of 20 feet; and Snellen's Optotypi for the test for near vision, without glasses, at any distance selected by the candidate. Each eye will be examined separately, and the lids must be kept wide open during the test. The candidate must be able to read the tests without hesitation in ordinary daylight.

3. A candidate possessing acuteness of vision, according to one of the standards herein laid down, will not be rejected on account of an error of refraction, provided that the error of refraction, in the following cases, does not exceed the limits mentioned, viz.:—(a) in the case of *myopia*, that the error of refraction does not exceed 2·5 D; (b) that any correction for *astigmatism* does no exceed 2·5 D; and in the case of myopic astigmatism, that the total error of refraction does not exceed 2·5 D.

4. Subject to the foregoing conditions, the standards of the minimum acuteness of vision with which a candidate will be accepted are as follows:—

Standard I.

Right Eye.

Distant vision.—V = 6/6.  
Near vision.—Reads 0, 6.

Left Eye.

V = 6/6.  
Reads 0, 6.

Standard II.

Better Eye.

Distant vision.—V = 6/6.  
Near vision.—Reads 0, 6.

Worse Eye.

V, without glasses, = not below 6/60;  
and, after correction with glasses,  
= not below 6/24.  
Reads 1.

Standard III.

Better Eye.

Distant vision.—V, without glasses  
= not below 6/24; and, after correc-  
tion with glasses, = not below 6/6.  
Near vision.—Reads 0, 8.

Worse Eye.

V, without glasses, = not below 6/24;  
and, after correction with glasses,  
= not below 6/12.  
Reads 1.

N.B.—In all other respects candidates for these two branches of the Service must come up to the standard of physical requirements laid down for candidates for commissions in the Army.

*The Indian Pilot Service, and Candidates for Appointments as Guards, Engine-drivers, Signalmen, and Points-men on Railways.*

1. A candidate is disqualified unless both eyes are emmetropic, his acuteness of vision and range of accommodation being perfect.
2. A candidate is disqualified by any imperfection of his colour sense.
3. Strabismus, or any defective action of the exterior muscles of the eyeball, disqualifies a candidate for these branches of service.

*The Indian Marine Service, including Engineers and Firemen.*

1. A candidate is disqualified if he have an error of refraction in one or both eyes which is not neutralised by a concave or by a convex 1 D lens, or some lower power.
2. A candidate is disqualified by any imperfection of his colour sense.
3. Strabismus, or any defective action of the exterior muscles of the eyeball, disqualifies a candidate for this branch of service.

*Special Duty.*

Candidates for special duty under Government must possess such an amount of acuteness of vision as will, without hindrance, enable them to perform the work of their office for the period their appointment may last. In all cases of imperfection of colour sense a note will be made on the candidate's papers.

*For all Appointments under the Indian Government a Declaration, as follows, is required from Candidates:—*

1. I declare upon honour that, to the best of my knowledge and belief, I am not at present suffering or affected with any form of disease or bodily infirmity, such as—

- (a) Disease of the heart or lungs.
- (b) Venereal disease.
- (c) Fits.
- (d) Rupture.
- (e) Varicocele or varicose veins.
- (f) Hydrocele.
- (g) Malformation.
- (h) Congenital defect.
- (i) Defective sight or hearing.
- (j) Loss of teeth.
- (k) Impediment in speech.
- (l) Gout or rheumatism.

2. That I have not to my knowledge any hereditary tendency or predisposition to mental or constitutional disease, such as—

- (a) Fits or Insanity.
- (b) Cancer.
- (c) Consumption or scrofula.

3. That I will fully reveal to the Medical Board all circumstances within my knowledge that concern my health and fitness for the appointment for which I am a candidate.

4. That I have previously been examined by a Medical Board for the public service and was declared on the

Signature \_\_\_\_\_

Date \_\_\_\_\_

N.B.—A wilful misstatement by a candidate will invalidate any subsequent appointment obtained.

### APPENDIX No. III.

*(Referred to in Questions 53,438 et seq. and 53,460, 54,993 et seq.)*

*Letter from the President, Magdalen College, Oxford, dated June 30th, 1913.*

DEAR SIR,

I AM now able to write definitely, as promised, in answer to the letters addressed by your Commission to the Vice-Chancellor, and in particular to your letter of June 19th, in which you ask that *four* members of the University should furnish written memoranda of their views on the subjects under consideration of the Commission, and that *two* representatives should further arrange to give evidence before your Commission.

Let me deal with the latter point first. The Master of Balliol College, Mr. J. L. Strachan-Davidson, will be glad to give evidence on the 16th, 17th, or 18th of July, if your Commission can arrange this with him.

I myself shall be glad to give evidence at the earlier date offered, namely, Wednesday, the 9th of July, if you can arrange that for me. I could also arrange to give evidence on the 10th, and possibly on the 11th, but only with difficulty. The 9th would be by far the most convenient for me, and I hope it can be arranged.

With regard to the memoranda, what we propose to do, if you will allow us, is to submit one joint memorandum, representing generally the views of the members of the Committee of the Hebdomadal Council which has been sitting to consider your letters, and also *four* separate memoranda, representing the individual views of one or more authoritative members of the University.

These four would be:—

1. A memorandum by Sir Ernest Trevelyan, D.C.L., Reader in Indian Law in the University and a Fellow of All Souls' College, formerly a Judge of the High Court at Calcutta, and Vice-Chancellor of Calcutta University.
2. A memorandum by the Very Rev. Dr. Strong, Dean of Christ Church.
3. A memorandum by Mr. J. L. Strachan-Davidson, Master of Balliol College.

4. A memorandum prepared by Mr. A. S. L. Farquharson, Senior Proctor in the University and Fellow and Tutor of University College, together with Mr. H. W. B. Joseph, Fellow and Tutor of New College, and Mr. Sidney Ball, Fellow and Tutor of St. John's College.

All these memoranda will be typewritten. I hope they will, together with the oral evidence, meet the wishes of your Commission.

I have the honour to be,

Yours faithfully,

T. HERBERT WARREN.

Enclosure No. 1.

*Joint Memorandum of the Committee of the Hebdomadal Council.*

We would desire in the first place to express our full concurrence with the opinion of Sir Ernest Trevelyan as set forth in the first page of his memorandum, that, so far as the selection and education of the Indian civilians is concerned, the present system is better than any other likely to be devised. This system was introduced by the Indian Government, not at the suggestion of the Universities, and has been gradually improved by the experience of the Civil Service Commissioners, aided by information and advice derived from the Universities of the three kingdoms. It seems undesirable to have another great and sudden change.

We believe, likewise, that the course prescribed for the single year of probation may profitably be modified. We think that a liberal education will, if the present limit of age be kept, have been sufficiently secured by the time the selection is over, and that the single probationary year may be fairly claimed for professional studies. The energies of the probationer would then be concentrated on what is strictly necessary, on riding, on the elements of one vernacular, and above all on Law. This last should include attendance and reporting in the Courts, especially in the London Police Courts. For those who eventually choose the judicial side a year's leave of absence, later on, for special training in the Law would probably be desirable, and is, as we understand, already being tried.

If this solution be rejected, the only alternative seems to be a return to the system which obtained before 1894, selection at 19 followed by a probation of two or three years. Various compromises have been suggested, but it is doubtful whether any of them would secure what the Commissioners seem to desire, and there is a widely-spread apprehension in Oxford that they would lead to a clashing between the demands of the University and those of the Civil Service Commissioners, to the disorganisation of University courses and to the exclusion from the service of those University men who make it their chief object to complete their full educational and intellectual development.

We will, therefore, assume that the system of the "eighties" will be revived, and will proceed to point out the difficulties and dangers which it will involve, and the palliatives which may be suggested to meet those difficulties. In the first place the system implies an early bifurcation among the boys. Those who commit themselves to try for the Government Service will be cutting themselves off from the studies and intellectual interests to which their classmates are looking forward. The Service will be competing for the possession of the boys against the University careers with all their glamour and prestige and against the high hopes of the great prizes of English life which every able boy cherishes, but which by the time he reaches 23 he is probably less confident of realising. The fact that the examination for the Home Civil Service is through the ordinary University Course will strengthen any tendency which already exists to prefer the Home to the Indian Service, and every boy who hoped for the Home Service would be obliged to renounce India beforehand.

For the moment, the choice presented to the boy will be—Shall I become an Indian probationer, or the scholar of a college with a university career before me? In former times the question of the tenure of scholarships by probationers was always difficult; as things are now, we think that colleges would hardly allow a probationer to compete for a scholarship, or to retain it if he were already a scholar. To what extent this competition of careers would injure the recruiting may be a question, but, be the injury small or great, it must be borne. There is no way of avoiding it.

The next question is, where is the India Office to look for its recruits? The boys most suitable for the work of Government are to be found mainly in the great public schools, and here, too, will be the best chance of getting men with a love of field sports, one of the things which brings civil servants most into contact and sympathy with the upper classes in India. The large majority of the able boys in such schools is to be found on the classical side. If they are to have a fair chance in the competitive examination the marks should be assigned in proportion to the difficulty of the subjects, a result by no means easy to secure; and if a just scale could be fixed, it would be hard to preserve it, since some teachers will inevitably press for the marking up of the modern and easier subjects. There is, moreover, some danger that if the selection is made at an age when the candidates are still largely separated

off amongst different schools according to the social classes to which their parents belong, these examinations may be drawn into the whirlpool of politics and the posts treated as prizes which the several classes may hope to secure for themselves. Such a state of things would be detrimental alike to education and to the efficacy of selection by competitive examination. This danger is at present obviated because, though all classes are found in the services, these classes have become fused at an earlier stage, and their members have all passed together through the Universities, which in this respect are more democratic than the schools.

The assignment of marks to mathematics in an examination held at the age of 19 also presents peculiar difficulties. In any case the result of the contending claims of different subjects will probably be some sort of compromise which will fit none of the regular school courses and suit only the special trainers who can pick and choose with a single eye to the line of least resistance for the accumulation of marks. The public schools never did in fact succeed in competing with such teachers (especially for the higher places in the list) nearly so effectively as the Universities have done under the present system.

Supposing the recruits selected, the next question is their probationary training. To isolate them in a revived "Haileybury" would cut off many difficulties in detail; but this would be to give up the policy of making the future civil servants share in the social life and habits of Englishmen of the same age destined for other careers. The advantage of this policy seems to us so great that we think that it should be preserved at all costs. Assuming then that each probationer is to pass his period of training at a University, it would be well that those who come to Oxford should be distributed among the several colleges, two or three a year at the most to each college. (Such a system is already at work successfully with the Rhodes scholars.) Only so will they enter thoroughly into college life, and be able to make up to a certain extent for the disadvantage that no probationer will be brought into contact, as pupil with tutor, with any of the ordinary college authorities. This last drawback might, indeed, be obviated if the India Office would accept any of the ordinary honours courses inside the Universities, shortened so as to get the men out early, in lieu of a special probationary course, but we do not look on this as practicable. It would not supply the special training demanded, and it might tempt the probationers to select the University which gave its honours most cheaply. Nor again do we think that the Universities would find it possible to frame a joint academic course with joint examiners which should lead to an Honours Degree in each University. On the other hand, it would not be desirable to limit the probationers to two or three chosen Universities. The India Office and the Civil Service Commissioners could no doubt frame a scheme of examinations and conduct the examinations themselves. Some such scheme has been sketched by Sir Ernest Trevelyan; we do not desire to criticise this viewed as a suitable preparation for life in India. But we would point out that such training would be professional and not academic. It is possible that a University might be willing to grant an ordinary degree to all who passed through such a course, but we believe that the proposal that they should be entitled to an Honours Degree on the basis of classes assigned by an external authority would raise formidable opposition in Oxford.

The difficulties which we have mentioned may conceivably be overcome, but we think it desirable that the Commissioners should have their attention drawn to them. In any case a scheme which substitutes during the years from 19 to 23 a specialised training for a liberal education must involve a sacrifice, necessary, perhaps, but regrettable, of the full development of mind and character.

T. HERBERT WARREN,  
President of Magdalen, Chairman.  
SIDNEY BALL,  
Fellow of St. John's.  
A. S. L. FARQUHARSON,  
Fellow of University College.  
H. W. B. JOSEPH,  
Fellow of New College.  
J. L. STRACHAN-DAVIDSON,  
Master of Balliol College.

NOTE.—The remaining member of the Committee, the Dean of Christ Church, was unavoidably absent from the meeting at which this Memorandum was drawn up.

#### Enclosure No. 2.

##### *Memorandum by Sir Ernest Trevelyan, D.C.L., &c.*

I have been asked by the Vice-Chancellor of the University of Oxford to express my views as to the system of education of the Indian Civil Service probationers in Oxford.

I should first like to say that, after 13 years' experience of the probationers at Oxford, I have formed the opinion that the men trained under the present system compare very favourably with those trained under the previous system.

The Indian Civil Service now obtains some of the best products of University training in England. There is, of course, as there is bound to be under any system, a certain percentage of men who are unsuited to a career in the Indian Civil Service, but on the whole the men are, in my judgment, the best men that it is possible to get for the I.C.S.

I am aware that the teaching of law is wholly insufficient. I have always felt a diffidence in speaking out in this matter, as I did not wish to expose myself to the charge of placing the subject which I teach in a higher position than other subjects. Now that, as I understand, the insufficient knowledge of law is recognised, I am free to make suggestions.

If the present system of one year's probation be continued, the subjects of education during that year should be confined to law and one vernacular.

At the beginning of the year of probation the men are worked out, and it takes them some little time to recover from the strain of the open competition, and in most cases of the schools. They cannot be expected to do more work than they do at present. They might be required to confine themselves to what is absolutely necessary, viz., a vernacular language and law. Besides the Penal Code, Criminal Procedure, and Law of Evidence, they should all be required to have some knowledge of Hindu and Mahomedan law. Except, perhaps, in Burmah, such knowledge is necessary for the young civilian, even though he does not adopt the judicial line. He cannot properly do his revenue work, such as partitioning Government revenue, and his Court of Wards work or other administrative work, without some knowledge at least of the joint family system or of the Hindu and Mahomedan systems of inheritance. The other topics of Hindu and Mahomedan law are also of considerable use to him both in his administrative work and in his court work as a magistrate.

In Court of Wards work some knowledge of the contract law and the law as to actionable wrongs is also, in my opinion, essential.

Should, however, it be thought desirable to alter the present system and to insist upon a three years' course of probation, I should like to say that in my opinion such period should be spent at one of the residential Universities. The advantages of collegiate life play a most important part in forming the characters of the young men. It is desirable that they should obtain some breadth of view by associating with other young men at a University. They could not get this advantage at a special institution, which would tend to prevent any sympathy with persons outside their own profession. It is undesirable that the Civil Service should be a separate "caste."

It has been suggested that the probationers might immediately after passing the open competition be required to elect for the judicial or the executive branches of the Service. If this suggestion be adopted it might be necessary to frame separate schemes for the education of the members of the two branches of the Service.

I trust, however, that the bifurcation will not take place so early in the career of the Indian Civil Service men.

In the first place, I consider that on passing the open competition the men are too young and too inexperienced to be able to elect definitely. Until they have seen something of India and of the work there they will be unable to say which work they prefer, and, moreover, they will not at so early an age be able to be certain for which branch they are most fitted. In the second place, such arrangements would tend to create two separate services; and in the third place, as it is clear that even those who elect for the judiciary must experience a few years of revenue and magisterial work, much of the special legal training which would be given them here would be lost before there was an opportunity of putting it into action. I am suggesting the following scheme of subjects as possible for a three years' course.

In framing this scheme I am making no suggestions as to what books should be prescribed.

I think that it will be much better to prescribe books in respect of each subject. I anticipate no difficulty in doing so.

The following subjects should, I consider, be taught in—

#### *The First Year of Probation.*

##### *Law.*

Penal Code.

Criminal Procedure Code.

Indian Evidence Act.

*Note.*—My reason for commencing with these subjects is that knowledge of them will be useful before the probationers are required to attend law courts. Not only will they understand the proceedings better if they have some knowledge of the subject, but they will also be able to appreciate the differences between English and Indian Criminal Law Procedure.

##### *Language.*

The vernacular of the province to which they are assigned.

##### *Ethnography, Early History and Customs of the People.*

This would include the history of the Hindus and the development of their laws and customs from the time of the Aryan invasion up to the time of the Moghul Empire.

It would also include the Life of Mahomed, and the history of the spread of Islam especially in Central Asia, the invasions of India by the Mahomedans and the period of the Moghul Empire.

This portion would include the geography of India so far as it is connected with the subject.

*Riding.*

*For the Second and Third Years.*

*Law.*

*Hindu and Mahomedan Law.*—The standard of the teaching of these subjects might be the same as that now required by the Council of Legal Education. It would involve about 50 lectures, i.e., double the number of lectures now given on those subjects to the probationers in Oxford. The subject might be spread over the second and third years of probation, but it could be dealt with entirely in the second year.

*The Constitutional History of India.*—By this I mean the history of the constitution of the courts and of the administration.

*The Law of Contracts and of actionable wrongs*, having especial reference to the Indian law on these subjects.

*The Land Systems and Revenue Law* of the province to which the probationer is assigned.

*Jurisprudence.*

*Language.*

(a) The study of a vernacular language might be continued for a second year. It would be unnecessary that the probationers should spend three years in the study of a vernacular.

(b) Sanskrit or Persian during one year of probation.

*History.*

The rise, growth, and organisation of the British power in India, including the geography of the subject.

*Political Economy.*

*Riding.*

*Reports.*

Candidates should be required to send in reports of a specified number of cases in English courts of justice during the second and third years of their probation. It will be preferable that they attend at courts in London.

The subjects above referred to as being required to be studied during the second and third years might be separated, the larger number being allotted to the second year.

At the end of the first year of probation there should be an examination in the subjects allotted to the first year, and at the end of the second year to the subjects allotted to the second year.

Should a candidate fail to pass at either of these examinations, he will be liable to be excluded from the Service, but the Civil Service Commissioners may in special cases permit him to attend a second examination on such terms as they may think fit.

At the end of the third year there should be an examination in all the subjects. The marks at this examination should, as under the present system, be added to the marks obtained at the open competition. The probationer's place in the Service will be determined by such combined marks.

A real difficulty arises from the suggestion that there should be one examination, which would give both a University degree and a place in the Service. This difficult is perhaps not insuperable. A joint board might, I would suggest, be possible.

I should like to say something about the arrangements in Oxford for teaching the subjects mentioned in my scheme.

There is at present sufficient provision for the teaching of languages, political economy, and jurisprudence.

There will require to be additional provision for the teaching of Indian law (after the end of the first year of probation under the new system), as not only is there an increase of subjects, but with three sets of men at the University at the same time the number of lectures will be trebled. On this head I would recommend the appointment of an Assistant Reader or Lecturer in Indian Law.

Special arrangements might also have to be made for the teaching of Ethnography and Early History. The Readers in Indian History and Law would probably be able to arrange for a certain amount of this work, and a good deal can be done by directing men what books they are to read. Some additional help may be required.

I think it will be absolutely necessary to have a director of the studies of the Indian Civil Service probationers. I have often felt the want of a director who would officially advise men generally and supervise their studies, and who would also have authority to arrange the hours of the several lectures. This will become more necessary in consequence of the increase in the number of Indian Civil Service probationers resident in Oxford.

If the system referred to in the enclosed scheme be adopted, we may calculate on having about 70 Indian Civil Service men reading in Oxford. This is a large school, and requires

special supervision. Such supervision ought not to cost much. One of the teachers might be appointed to act as director, with an addition of, say, 100*l.* a year to his stipend.

The Secretary of State might well be asked to bear such additional expense as might arise from the adoption of a new system.

This would mean—

- (a) The salary of an Assistant Reader or Lecturer in Indian Law.
- (b) The cost of occasional lectures in Ethnography and Early History.
- (c) The salary of a Director of Studies.
- (d) Some additions to the salaries of the Language Teachers. (This need not be much, as the payment of additional fees would probably be almost sufficient compensation for the increase of work.)

Enclosure No. 3.

*Memorandum by the Very Rev. Thomas B. Strong, D.D., Dean of Christ Church, Oxford,  
dated June 21st, 1913.*

I understand that I am asked to express an opinion on two points: the need for a longer period of probation in the case of selected candidates for the Indian Civil Service; and the proposal to meet the difficulty by lowering the age at which candidates are selected, and providing an Honours course in the University.

(1) I do not propose to offer any remarks upon the defects noted by the Commission in the existing system, namely, that the candidates are too old, and insufficiently prepared in the subjects required. I assume that this evidence is valid and conclusive. I can only offer remarks upon various methods by which it is proposed to remedy the defects. If candidates continued to be elected by the present method, it would be possible, provided the age of going to India is not reduced, to secure an extra year of probation by compressing the University course. A considerable number of those who now enter for the examination of the Civil Service Commissioners have had a four years' course in the University. If this course were reduced to three, another year would thus be at the disposal of the selected candidates. I do not recommend this, and I do not think it would have much chance of being carried in the University. I do not understand that there is any complaint as to the age of candidates for the Home Civil. It would appear from what has been put before us that the peculiar conditions of India and the Indian service are part of the reasons for the desire to reduce the age. If this is so, the number of Indian Civil students is a very small proportion of the whole number of persons reading for the Honours Schools of the University; and it would hardly seem reasonable to recast our Honours courses for the benefit of a relatively small number of people. It would mean, of course, a considerable amount of legislative action of one sort or another; and for my own part I should not think it at all in the interests of the majority of Honours students that their course of studies should be thus reduced. But, apart from this, I do not think that the University would be at all willing to undertake such a serious remodelling of its courses unless it were sure that the regulations which required this remodelling were likely to be permanent, or at any rate to persist for a considerable time. I am aware that no Government can ensure this.

(2) I think it would be possible, and in many cases desirable, that undergraduates should come into residence at about the age of 18 rather than that of 19, and this would of course make possible a longer period of probation after taking the degree. But it is very difficult to insist upon this. It can only be done by voluntary co-operation with headmasters and parents, and there is no way of enforcing it.

(3) I come now to the more serious proposal, to select candidates at the school-leaving age, and to provide them with an Honours course leading to the degree in the University which at the same time would prepare them for their work in India. It seems to me that there are no *a priori* objections against either of these proposals; but there are very great practical difficulties in the way of carrying them out.

(a) As to the school examination: The school examination, on the result of which candidates would have to be selected, ought to be in close relation with the normal work of the school. If this were not so, two unsatisfactory results would follow.

(i) A large number of boys would be in danger of finding themselves at the school-leaving age educated in a way which would only lead to the Indian Civil Service. To adopt a phrase from another line of life, it would be a "blind-alley" examination. Something of this kind is already a difficulty in regard to the naval candidates, who are sent quite early into a technical naval course, and who, if for any reason they fail to get into the Navy, are hopelessly stranded as regards other things. The difficulty is less in their case than it would be in the case of Indian Civil Service candidates because of their younger age. The boy who fails to get into the Navy has still some years in which to get on to another line of education; but the boy who is 18 ought to be prepared to come at once to the University.

- (ii) An examination at the school period which was largely outside the limits of ordinary school work would inevitably play into the hands of the crammer. Boys would leave school early and go to the crammer in order to ensure passing it. I think there are very few people who have experience of this University who would not agree that it is in almost every case desirable that a boy should come straight from his school to the University and should not spend an interval with the crammer. A further difficulty would arise in consequence of the great variety of schools and of curricula. It would be impossible to exclude county and grammar schools, and, I should add, highly undesirable. But an examination which should cover all the ground occupied by all these varieties of schools would almost inevitably be independent of the ordinary school work, and open to the objections named above.
- (b) As regards the Honours examination, here, again, I can see no *a priori* objection to the establishment of such an examination; but I feel great difficulty in conceiving a way in which it could be done. The University would not accept it if it were a technical examination. It would have to involve a liberal course of study and a high standard. I do not say that a scheme could not be drawn which would correspond with this requirement, but I have not yet seen any suggestion of a school that approaches it. I should hope that the University would not reject this plan without making some effort to meet the suggestions of the Commissioners; but I think that the Commissioners should understand that the matter is one of great difficulty. There is a further obstacle somewhat analogous to that caused by the variety of schools. The Indian Government will probably wish to make its selection of candidates for appointments on the result of this Honours examination, and this would be easy if only one University were concerned. But it would become increasingly difficult in proportion as a larger number of Universities were admitted. It is just possible, I think, that the Universities of Oxford and Cambridge might work together in an examination of this kind; but the addition of the Northern Universities or of the Scottish Universities would make it practically unworkable. And, on the other hand, I do not, for a moment, think that it would be possible or desirable to exclude candidates from these Universities.

Enclosure No. 4.

*Memorandum by Mr. J. L. Strachan-Davidson, M.A., Master of Balliol College, Oxford, dated June 29th, 1913.*

I ask leave to submit to the Commission on the Indian Civil Service some remarks supplementary to the general paper sent in by the Oxford Committee.

I would address myself first to the contention, which seems to me to be sound, that there are really only two alternatives, either to retain the present age-limit for the competitive examination or else to return to the system of the eighties, when the candidates were selected before coming to the Universities. Various compromises have been suggested with a view to shortening the period before the competitive examination by one or two years, and fixing the age-limit at 22 or 23. It is thought by some that candidates for the Indian Civil Service might be induced to commence their university residence a year earlier than usual, i.e., between 17½ and 18½, instead of as at present between 18½ and 19½. This would imply that a boy, without being offered any assured position, is to be called upon at the age of 18 to decide whether he will compete for India or not, and that for the sake of his chance of success in that competition he is to be invited to put himself at considerable disadvantage in his efforts after University distinctions. The effect of this on the recruiting ground would be to begin by weeding out from it the ablest and most ambitious among the potential candidates.

Another suggestion is that the classical candidates should content themselves with a three years' course, availing themselves of the option, now allowed in Oxford to "senior students," of taking Honours Moderations in the Lent Term of their first year of residence instead of in the Lent Term of their second year. It is quite possible that the University would concede such an option, but I believe that it would be quite useless. So far as I know, only two persons have ever obtained a First Class in Moderations under these conditions, and these were men of quite exceptional ability, who had gone through a full course at another University. The ordinary school-boy who renounced his full training in Moderations would find himself very insufficiently prepared to cover the ground for the Civil Service Competition, and would be driven to seek help from the "crammers." An examination fitted for a three years' course must be much more narrow and specialised than that at present prescribed.

It is to be noticed that either of these expedients, taken alone, would provide only one extra year, so that the India Office could not secure both a year's earlier arrival in India and two years of special probation. If both these requirements are considered indispensable, the two expedients suggested must be attempted together, and I think that the attempt would be a

failure. The man who had curtailed both his school and his university course would be at a hopeless disadvantage in the competition, and would probably be beaten by the man who had sacrificed everything to success and had remained two or three years with the crammer. If the age-limit be lowered by one year, while the University arrangements remain as now, we should have a return to the clashing of examinations and courses of study, which caused so much discontent and confusion when the age was lower by five months than at present—a single year's difference in the date of sailing for India would ill compensate for these drawbacks.

The general conclusion seems to be that it is hopeless to attempt a compromise, and that the Commissioners will have to choose between the present system and that of the eighties.

I will next make some comments on points of detail touched upon in the Memorandum of the General Committee. The first is their remark that, if the probationers are chosen at 19, it will be very difficult in view of the competing interests involved to preserve a scale of marks which shall be just, that is to say, which shall assign marks in proportion to the difficulty of the subjects and the length of time requisite to master them. In illustration of this I may refer to the scale of marks in force in 1884. We find there—

Latin -	-	-	-	-	-	800
Greek -	-	-	-	-	-	600
French -	-	-	-	-	-	500
German -	-	-	-	-	-	500

Now it is obvious to all acquainted with the languages that Greek and Latin are at least twice as difficult as French and German, and a scale which grades them only as 6 to 5 or 8 to 5 is manifestly unfair. In view of the great development in recent years of schools and departments of schools in which the modern subjects form the main part of the curriculum, the division of interests has been accentuated, and this would probably lead to the injustice noted reappearing in an aggravated form. It would be hopeless to expect under present conditions such an agreement among schoolmasters as was manifested by the representatives of Universities who were summoned to consultation by the Civil Service Commissioners in 1904.

If the probationers are to be chosen at 19, their distribution among the colleges becomes an important matter. It is worth while to notice the machinery adopted in case of the Rhodes scholars. Each college limits the number which it is willing to receive, and each scholar on his election writes down the colleges in the order of his preference, and is assigned by the secretary to the first of these which is able and willing to receive him.

A difficulty in detail arises as to the time of year when the examination takes place. If under a system of selection at 19 the list came out in the late autumn, shortly before the beginning of the academic year in October, it would be difficult for the colleges to keep rooms vacant for the probationers (and this is most important) not knowing whether the vacancies will be taken up or not. In the case of the Rhodes scholars, who are to come into residence each October, the selection has been hurried up, so that the colleges know what to expect soon after Easter. The adoption of such a plan for the Indian probationers would cause a gap of six months between the selection and the commencement of University residence. Such a rest would not be a bad thing in itself, but it would imply that the date of sailing, which, of course, should be in the autumn, would be  $3\frac{1}{2}$  years after the date of selection. I do not know how far the Government would approve of this, but I see no other solution.

A more important matter than these details is the general question of the comparative good or evil of the present system and that before 1894 respectively. In attempting to compare the two I have had a good deal of conversation during the last few weeks with old members of the college now at home on furlough. I found, as might have been expected, that each individual commonly esteems most highly the system under which he himself went out to India. This circumstance seems to point to a certain danger of the loss of continuity in policy. In 15 or 20 years' time the men at the top of the tree in India will naturally be those appointed under the system of 1894, and if, as is almost inevitable, all is not going quite smoothly in the Service, they will be apt in their turn to attribute the defects to the renewal, if it should be now renewed, of the selection at school-boy age. There certainly were such complaints in former days to call for the changes of 1894. An alternation every 20 years or so between the two systems is what no one would desire. I believe that it may be avoided if the present crisis passes over without any revolution in the methods of admission to the Service.

I may notice that the younger men with whom I spoke repudiated with some indignation the suggestion that they had less interest in the country and less care for the Indians than their predecessors.

I have heard objections on the other side that the older the men are the more likely they are to have acquired an absorbing interest in home matters; but it is difficult to believe that one year, or even two, can make much difference in this respect.

So far as the later date of sailing conduces to early marriage, that is undoubtedly a drawback to the present system; but it must be remembered that the longer the interval between selection and departure for India, the greater the chance given to the match-making parent.

In conclusion, I should like to make up for my personal ignorance of India by quoting the remarks of a very able pupil, whose subsequent development amply justified the hopes I had formed of him, and who is now passing through a most successful career in the Indian Service.

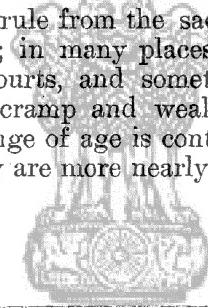
He writes in the course of a private letter:—

"As regards the age for the Indian Civil Service, I am very strongly of opinion that the present system works best. Under the present arrangements we get men infinitely better suited to cope with the climate than men of 22. These two or three years make an immense difference, as I believe the enteric and dysentery statistics would show. Again, the ordinary University course—whatever school a man takes up—gives a bigger and broader view than the special course prescribed for Indian civilians. Moreover, that special course can be very easily overdone, and is very often of little use practically afterwards. Personally, I owe much more to the training of Greats—lazy though I was—than to anything I learnt in my Indian Civil Service year at Oxford. It is time enough to specialise when a man comes out here. You can only learn Indian law and the languages by practical experience in India. And as to other special subjects, one has so constantly to master completely new and technical matters, that it is useless to cumber oneself with special knowledge at the University that may be the special knowledge you may never require. The ordinary University course teaches you how to learn, and that is what you want in India. To know how to master sanitation, or agricultural chemistry, or customary law, is much better than getting a smattering of any one of these subjects at the University, and that capacity for knowing how to broach and master a subject is, I believe, best taught by the ordinary schools."

"As regards the objection that men of 25 do not settle down or get interested in their work—it is, I believe, absolutely without foundation. There are, of course, men who dislike India from the start; but this is a matter of taste and temperament, not of age. The best civilians I have known have been the men who came out late, as I did. The older lot who came out at the age of 21 or so seem to lack breadth very often and the larger view that the extra year or two in England gives.

"Of course, there is no doubt that the attractions of the Indian Civil Service are less than they were. The cost of living has increased enormously, while the pay remains unchanged; the free hand has less scope, and the rule from the saddle is gone to a great extent; there is more work of a complex character; in many places the relations with the people are less cordial. The action of the High Courts, and sometimes of the Local or Supreme Governments, in some cases has tended to cramp and weaken the civilian. But these are matters beside the point, except that if a change of age is contemplated, it should be remembered that any evils now complained of probably are more nearly connected with these matters than with any question of age."

J. L. STRACHAN-DAVIDSON  
(Master of Balliol College).



*Sub-Enclosure 1 to Enclosure No. 4 (sent in later).*

*Letter from J. L. Strachan-Davidson, Esq., M.A., Master of Balliol College, Oxford.*

DEAR MR. BUTLER,

SINCE I sent in my Memorandum to the Commission I have received a letter from another old pupil, a man now in the Indian Education Service and of wide experience in South Africa.

If it be in order, I should like to add it to the remarks of a civilian which I appended to my own paper:

I think that the Commissioners may find it interesting, as I have certainly done.

Yours sincerely,

J. L. STRACHAN-DAVIDSON.

*Extract from Letter of a Member of the Educational Service to Mr. J. L. Strachan-Davidson.*

I feel very strongly myself the need for a broader basis of culture for the civilian before he begins to specialise. The ordinary young Englishman does not mature by 19. I live in a garrison town and have daily instances of it. Of course the civilian is, as a rule, a much more intellectual person than the soldier; but there are not wanting clever men among the young soldiers, and yet it is only the very exceptional soldier that ever makes up the leeway in the power of taking a broad view of affairs and of forming a mature far-sighted judgment, which he lost by specialising too young.

The police service is another good instance. No service in India has come in for more abuse, and I am sorry to say that I think some measure of the abuse is deserved. Boys of 18 are brought out to India and sent to a police school; very nice boys too, many of them. There they are taught the traditional methods employed by the police, and their judgment is too immature for them to criticise its demerits. The result is that the post of Inspector-General (or head) of the police is given almost invariably in each province to a civilian,

because, as the civilians have stated to me, a man is needed for that post who can take a wider view of things than the ordinary policeman.

Coming late in life to India I thought that the chief defect of the Indian Civil Service, especially among the senior men, was their inability to see defects in the system; and to bring them out at a still younger age, while their minds were still more liable to be moulded into grooves, would only accentuate this.

\* \* \* \* \*

The English district officer of to-day is as much "in touch" with the people as his accumulating clerical and report work will let him be.

*Sub-Enclosure 2 to Enclosure No. 4 (sent in later)*

The following statements were also put in by Mr. Strachan-Davidson:—

—Statement showing the number of successful Candidates from Oxford University in the combined Examination for the Home, Colonial, and Indian Civil Services from 1894 to 1912.

1894	-	-	30 out of total of 61	1904	-	-	46 out of total of 87
1895	-	-	32      "      "      70	1905	-	-	36      "      "      83
1896	-	-	56      "      "      94	1906	-	-	56      "      "      104
1897	-	-	57      "      "      100	1907	-	-	48      "      "      96
1898	-	-	47      "      "      94	1908	-	-	50      "      "      89
1899	-	-	46      "      "      90	1909	-	-	44      "      "      85
1900	-	-	40      "      "      uncertain.	1910	-	-	58      "      "      116
1901	-	-	34      "      of 94	1911	-	-	51      "      "      93
1902	-	-	40      "      "      97	1912	-	-	33      "      "      73
1903	-	-	37      "      "      92				

*Note.*—The figures in the columns of "Totals" are hardly trustworthy for the purpose of comparison, as the compilers for the "Oxford Magazine" sometimes included all who stood in the order of merit and sometimes only those who actually received appointments. Sometimes likewise the "Magazine" issued its lists without waiting for the latest corrections.

II.—Statement showing the Time passed with special Teachers by successful Candidates in the combined Home, Colonial, and Indian Civil Services Examination.

	A. Two Years and over.	B. Between one and two Years.	C. One Year.	D, Six-Twelve Months.	E. Under Six Months.	F. None.
1894	-	5	2	7	6	8
1895	-	7	0	2	4	15
1896	-	7	2	9	5	20
1897	-	1	7	5	16	36
1898	-	10	2	7	15	27
1899	-	1	2	15	12	22
1900	-	—	—	—	—	—
1901	-	4	8	17	13	16
1902	-	6	5	8	16	24
1903	-	7	4	10	21	28
1904	-	6	3	10	15	33
1905	-	2	7	15	5	34
1906	-	4	7	7	12	40
1907	-	5	5	12	18	29
1908	-	5	10	12	7	30
1909	-	6	4	24	6	19
1910	-	3	9	37	5	28
1911	-	2	7	15	5	35
1912	-	1	3	20	3	26

*Notes.*—The figures are compiled roughly by counting from the returns for each year in the "Oxford Magazine." They probably contain many inaccuracies.

Candidates enumerated in Column A. mostly renounced or cut short their University career.

Those in Column C. generally completed a three-years University course (chiefly at Cambridge) before resorting to a crammer.

Many of those in Column B. are in the same case as the last-named, with the addition of a few weeks, just before the examination.

Those in Column E. mostly completed a four-years University course, and were specially prepared only for a few weeks before the examination.

Column F. loses to Column E. from the time (1902) when Mr. Sturt began special courses in Oxford.

No distinction is drawn in these lists between successful candidates for the Indian, Home, and Colonial Services respectively.

(Signed) J. L. STRACHAN-DAVIDSON.

Enclosure No. 5.

*Memorandum prepared by Mr. A. S. L. Farquharson, Senior Proctor, together with Mr. H. W. B. Joseph, Fellow and Tutor of New College, and Mr. Sidney Bell, Fellow and Tutor of St. John's College.*

Assuming that His Majesty's Commissioners decide that Indian civilians must in future both go out younger, and have a longer period of probation, it seems to us that everything depends on the questions whether they are to go out one or two years younger than at present, and what the length of previous probation is to be.

I. If they are to go out two years younger than at present—*i.e.*, not older than 23 on August 1 of the year in which they go out—and if they are to have not less than two years' probation first, then we believe that they must be selected at the school-leaving-age, and must have a special course in lieu of, not in addition to, any of the ordinary Honours courses for a degree. We assume that the maximum age at selection would be 19 on January 1, or some such date, in the year in which they are selected, and that the examination would be put at the end of the school year (in July or August); since boys whose 19th birthday falls after about January 1 are commonly allowed to stay on to the end of the school year. The Commissioners might, of course, fix 18 instead of 19 as the maximum. But the effect would be to take boys from school a year earlier than they would naturally leave. Now, it is possible that if the school-leaving-age were lowered a year all through the country (*e.g.*, through a statutory alteration of age for election to scholarships), and boys went to secondary schools a year younger than at present, the net difference would be slight, and a year's time be gained. But so long as the ordinary leaving age is  $18\frac{1}{2}$  to  $19\frac{1}{2}$ , most boys leaving a year earlier would lose much. They would miss both the highest teaching, and the training that comes from leadership and responsibility. We think, therefore, that the Commissioners are not likely to fix a younger limit than the ordinary leaving age. This allows only  $3\frac{1}{2}$  to 4 years before they must sail, a period too short for both a University course and the subsequent probationary training.

Without presuming to determine the extent of the advantages to be derived from the more thorough legal and linguistic training for the work of an Indian civilian which could be given in those years, we wish to call attention to certain disadvantages which are likely to attach to such a scheme.

In the first place, for the reasons stated in the General Memorandum, we believe that a satisfactory entrance examination, fitting in with school work, could hardly be devised, and the greater the loss, for rival careers, involved in unsuccessful study for the Indian Civil Service examination, the more will the boys (or their parents or masters) hesitate about their working for it.

Secondly, we believe that, so far as the quality of candidates has fallen off (and we think it has only done so in the last four or five years), this is due not to the system of recruiting but to other causes. We believe that the service has become less attractive; its money prospects are less good; men who were formerly sustained by the consciousness that their difficult work was trusted and appreciated at home are now disheartened by the readiness shown to suspect them, and assume them to be in the wrong; and the unrest has added a new element to the reckoning. We think that these new facts, especially the last, would weigh more with parents than with the candidates themselves; and at the age of 19, parents will have a larger share in determining whether their sons shall compete than at 24. On the other side may perhaps be set the consideration that some parents would be attracted by the thought of a career for their sons which would provide for them at 19.

Thirdly, we think that the seductions of the Home Civil Service will be most strong with the ablest boys. They will venture, more than the weaker, to reserve themselves for an examination that has fewer posts to offer. In any case the separation of the two examinations will probably tell adversely in both.

Turning to the probationary course, we think that it should certainly be spent at a University, but that the men will not gain as much from their time there as if they were reading for an Honour School. Being cut off in their work from their fellow undergraduates, they must, to some extent, be cut off outside it. At least, so far as we can judge, the probationers selected under the old system at the school-leaving-age mixed less fully in the general life of a College than those have done who have since been selected at the end of their University course.

There is one other point to which we venture to draw attention. In selecting for the Egyptian Civil Service, we understand that some weight is attached to a candidate's

personality and power to deal with men. So far as we can judge (and this judgment is strongly confirmed by the complaints which the ablest and most level-headed Indian pupil that one of us has known used to make), consideration of these points is not less necessary for India. We think that at 19, candidates unsuitable in this respect might be more frequently successful than now. We do not know if at that age a *viva voce* could be included in the examination; or, if not, whether at whatever age candidates are selected, they might be required to submit themselves to a nominating board before admission to the examination. Such a board should, in our view, give nominations without restriction of numbers, but refuse them to applicants who appeared unsuited for the service. Such applicants, to judge by our experience, would come occasionally from every class of school.

II. The objections to the system so far considered appear to us, from the point of view of the service, so weighty, that we ask to be allowed to make some remarks about a possible alternative. This alternative would send men out only one instead of two years younger than at present; but it would make it possible still to select them after an ordinary University training. We think indeed that it would react in some ways very prejudicially upon the studies of Oxford, though its ill effects might be diminished by a modification of the present Civil Service examination; but we feel that we ought nevertheless to put it forward. It involves, however, a proposal which may have drawbacks that we are not in a position to estimate.

Our suggestion is, that the maximum age limit for the Indian Civil Service should be lowered by one year; that successful candidates should then have one year's probation at home, during which they should not be required to do more than study a language, learn legal principles, report cases in court, and ride; and that they should then have a second year of training in India, perhaps at Delhi.

The advantages of this scheme over the system of selection at the school-leaving-age are, that candidates would commonly come from the secondary schools, and not from coaching establishments: that they would have a better University education, and that they would enter more fully into University life. Its advantages over the present system, from the point of view of the Commissioners, seem to be that the selected civilians would go out a year younger, and would be better trained before they start exercising their powers. It is part of our idea, that the year at Delhi should count as a year of service, for pension and retirement, so that men would also come to the highest posts a year younger than under the present system. We agree with Sir Ernest Trevelyan that probationers are now often jaded in their year of probation; and we would therefore lighten the work in the year after selection. We also think that men who have taken a degree course and been selected would find it very irksome to be kept waiting longer at home than one year. But if they went out to India for the second year, the change, and the fresh interest of the country, would make that year not only tolerable but attractive. Their year's work here would enable them to profit more by their teaching in India. Indian history and ethnology, and the problems of social and economic organisation, would appeal to the student on the spot in a way in which they cannot do at a distance; and there would be advantages for the study of the vernacular unattainable here. From this point of view, it might be possible to send men to hill stations in their proper provinces during the hot weather, even though for most of the year they were centralised at Delhi. Delhi has merits, for such a scheme, which did not belong to Fort William; and if Indian candidates were selected in India, they might learn to know their future colleagues from this country much more successfully at a college at Delhi, than they could ever do over here. Moreover the teaching posts at such a college would probably attract first-rate men, and even give valuable opportunities for the training of English scholars in Indian subjects. It would of course be necessary to prohibit marriage during this year; but that might perhaps with some advantage be prohibited even for a few years longer.

We make this proposal with diffidence, being conscious that it involves considerations which only those can estimate properly who have Indian experience. If these should think it impracticable, we should like to urge the importance of giving, in the three years' course at a University following selection at the school-leaving-age, a liberal and scholarly and not a mere professional training. So far as Oxford is concerned, no existing school—not even that in *Literis Humanioribus*—would serve, when no longer followed by a special probationary course, because none of them direct the mind to the civilisation of the country in which the civilian will have to work. But any course that might be established should, we think, have the same sort of relation to the civilisation of India which that of *Literis Humanioribus* has to the civilisation of the European nations. The Universities must establish their own courses, and we recognise the difficulties which the Civil Service Commission would find in utilising the studies for an Honour degree at divers Universities as the basis for a general Final Examination. But we believe that, given the necessary financial help, the University of Oxford would be willing to establish such an Honour school in *rebus Indicis*, if it were allowed to control its own examination and class-list, and so to secure that the general education of its students should not be unduly sacrificed.

### APPENDIX IV.

*Returns put in by Mr. Stanley M. Leathes, C.B.  
Vide Questions 53,550, 53,623-5, 53,629, 53,641, 53,737-8, 53,770, 53,901.*

I.—Return showing number of European and Indian Candidates for the Indian Civil Service,  
1855-1891.

Year.	Limits of Age.	Number of Appointments offered.	Number of European Candidates.		Number of Indian Candidates.	
			Examined.	Successful.	Examined.	Successful.
1855, July	18-23 on 1 May	20	105	20	—	—
1856	—	21	56	21	—	—
1857	—	12	60	12	—	—
1858	—	20	67	20	—	—
1859	—	40	119	40	—	—
1860	18-22 on 1 May	80	154	80	—	—
1861	—	80	171	80	—	—
1862, June	—	82	170	82	1	1
1863, July	—	60	187	59	2	1
1864	—	40	217	40	2	—
1865, June	17-22 on 1 May	52	282	52	2	—
1866, March	17-21 on 1 March	52	242	52	—	—
1867, April	—	50	278	50	1	—
1868, March	—	51	268	51	4	—
1869	—	50	317	46	8	4
1870, April	—	40	325	39	7	1
1871, March	—	37	224	36	5	1
1872	—	36	195	36	4	—
1873, April	—	35	194	34	9*	1
1874, March	—	40	196	38	11	2
1875	—	38	192	38	6	—
1876, April	—	31	197	31	5	—
1877, March	—	31	200	29	3	2†
1878, April	—	13	66	13	3	—
1878, June	17-19 on 1 January	13	134	13	—	—
1879	Over 17 on 1 June and under 19 on 1 Jan.	29	173	29	1	—
1880	—	27	180	27	2	—
1881	17-19 on 1 June	31	144	31	3	—
1882	—	40	137	39	3	1
1883	17-19 on 1 January	42	149	42	1	—
1884	—	38	181	37	4	1
1885	—	43	205	42	6	1
1886	—	38	201	38	4	—
1887	—	46	193	44	6	2
1888	—	47	232	46	4	1
1889	—	49	227	49	6	—
1890	—	47	195	42	10	5‡
1891	—	33	144	31	4	2

\* One Cingalese candidate also competed (unsuccessfully).

† One of these was rejected (health) after probation.

‡ One of these failed in riding.

II.—Return showing Number of European and Indian Candidates for the Indian Civil Service,  
1892-1912.

1892, August	21-23 on 1 April	—	32	61	29	8	3
1893	—	56	96	55	11	1	—
1894	—	62	117	56	14	6	—
1895	—	68	145	67	9	1	—
1896	21-23 on 1 January	63	179	60	14	3	—
1897	—	68	211	65	26	3	—
1898	—	65	163	58	22	7*	—
1899	—	56	195	53	18	3*	—
1900	—	52	196	50	17	2	—
1901	—	47	183	43	20	4†	—

\* In each year one other Indian (the same individual) was successful, but was pronounced medically unfit.

† One of these died.

Year.	Limits of Age.	Number of Appointments offered.	Number of European Candidates.		Number of Indian Candidates.	
			Examined.	Successful.	Examined.	Successful.
1902	-	54	175	52	25	2
1903	-	51	150	48	23*	3
1904	-	53	162	50	13†	2†
1905	-	50	137	46	11	4
1906	22-24 on 1st August	61	150	58	16	3
1907	-	58	173	54	19	4
1908	-	52	146	49	15*	3
1909	-	52	163	51	18	1
1910	-	60	164	59	20	1
1911	-	53	177	50	25	3
1912	-	47	157	40	31‡	3‡
1913	-	44	138	42	25	2§

\* One Cingalese candidate also competed (unsuccessfully).

† One Cingalese candidate also competed and was successful.

‡ One Cingalese candidate also competed and was successful, but preferred an Eastern Cadetship.

§ The status as a Selected Candidate of one of these is subject to further enquiries in respect of his eligibility as regards age.

### III.—Return showing the Number of Candidates assigned to the Indian Civil Service from the Concurrent Examinations for the Home, India, and Colonial Civil Services.

Year.	Number of Candidates assigned to the Indian Civil Service from		
	First 10.	First 20.	First 30 (in General Order of Merit).
1895*	5	12	20
1896	4	10	18
1897	4	8	14
1898	3	11	16
1899	3	10	19
1900	4	10	15
1901	8	14	21
1902	5	10	14
1903	5	12	18
1904	2	8	15
1905	2	9	15
1906	2	8	13
1907	5 संविधान नियम	10	17
1908	5	8	12
1909	2†	7†	15†
1910	2	9	14
1911	Nil	4	7
1912	3	6	13
1913	3	6	10

\* In 1895, only the Class I. and Indian Civil Service examinations were held concurrently.

† Including one candidate who resigned after allotment.

### IV.—Return showing the Number of Indian Civil Service Candidates who have failed.

Selected in	Riding.	Health.		Final Examination.
		After open Competition.	After Probation.	
1855	—	—	—	—
1856	—	—	—	—
1857	—	—	—	—
1858	—	—	—	—
1859	—	—	—	1 (1861)
1860	—	—	—	2 (1862)
1861	—	2	—	2 (1863)
1862	—	1	—	10 (1864)
1863	—	2	—	5 (1865)
1864	—	—	—	3 (1866)
1865	—	1	—	—
1866	—	—	1 (1868)	6 (1863)
1867	—	—	—	—
1868	—	1	—	6 (1870)
1869	—	—	1 (1871)	1 (1871)
1870	—	—	—	—
1871	—	1	—	1 (1873)

Selected in	Riding.	Health.		Final Examination.
		After Open Competition.	After Probation.	
1872	-	-	-	2 (1874)
1873	-	-	-	1 (1875)
1874	-	2	-	-
1875	-	-	-	1 was removed from list in 1876 for wilful neglect of studies.
1876	-	1	-	-
1877	-	1	-	-
1878 (April)	-	-	-	-
1878 (June)	-	-	2 (1880)	1 (1880)
1879	-	1	-	2 (1881)
1880	-	-	-	-
1881	-	1	-	2 (1883)
1882	-	1	-	4 (1884)
1883	-	2	1 (1885)	1 (1885)
1884	-	1	-	-
1885	-	1	1 (1888)	-
1886	-	1	-	2 (1888)
1887	-	-	-	-
1888	-	1	-	1 (1890)
1889	-	-	1 (1891)	-
1890	-	-	-	2 (1892)
1891	-	-	-	1 (1893)
1892	-	-	-	-
1893	-	1	-	1 (1894)
1894	-	1	-	1 (1895)
1895	-	-	1 (1898)	1 (1896)
1896	-	-	-	1 (1897)
1897	-	-	-	-
1898	-	-	-	2 (1899)
1899	-	{ 1 candidate } { 1 }	1 (1900)	1 (1900)
1900	-	-	-	1 (1902)
1901	-	-	-	-
1902	-	-	-	-
1903	-	-	-	-
1904	-	1	-	1 (1905)
1905	-	-	-	-
1906	-	-	-	1 (1907)
1907	-	-	-	-
1908	-	-	-	1 (1909)
1909	-	-	-	-
1910	-	-	-	-
1911	-	1 (1912)	-	-
1912	-	-	-	-
1913	-	-	-	-

V.—Return showing the Universities at which Selected Candidates for the Indian Civil Service passed their Probation.

Selected in	Oxford.	Cambridge.	Dublin.	Glasgow.	Edinburgh.	St. Andrews.	Aberdeen.	London.		Victoria University, Manchester.
								University College.	King's College.	
1895	27	27	3	-	-	-	-	11	-	-
1896	38	16	1	-	-	-	-	8	-	-
1897	38	17	2	-	-	-	-	11	-	-
1898	33	11	3	-	-	-	-	18	-	-
1899	26	12	4	-	-	-	-	14	-	-
1900	26	7	3	-	-	-	-	16	-	-
1901	13	22	2	-	-	-	-	10	-	-
1902	34	9	3	-	-	-	-	8	-	-
1903	19	17	4	-	-	-	-	11	-	-
1904	26	14	1	-	-	-	-	12	-	-
1905	18	17	1	-	-	-	-	14	-	-
1906	30	12	7	-	-	-	-	12	-	-
1907	26	19	2	-	-	-	-	11	-	-
1908	23	11	5	-	-	-	-	13	-	-
1909	23	10	4	-	-	-	-	15	-	-
1910	35	14	2	-	-	-	-	9	-	-
1911	25	11	4	-	-	-	-	13	-	-
1912	16	16	6	-	-	-	-	9	-	-
1913	22	16	5	-	-	-	-	1*	-	-

\* This gentleman's status as a Selected Candidate is subject to further enquiries in respect of his eligibility as regards age.

## VI.

TABLE showing the Numbers EXAMINED and SUCCESSFUL of the CANDIDATES at the COMBINED OPEN COMPETITIONS for CLERKSHIPS (CLASS I.) in the HOME CIVIL SERVICE, for the CIVIL SERVICE OF INDIA, and for EASTERN CADETSHIPS, between the Years 1901 and 1910.

Date of Competition.	Number Examined.	Number Successful.				Total.
		Home Civil Service.	Indian Civil Service (Probationers).	Eastern Cadets.		
1901	241	27	47	18	92	
1902	247	21	54	14	89	
1903	214	43	51	14	108	
1904	212	24	53	9	86	
1905	202	25	50	8	83	
1906	184	26	61	10	97	
1907	210	20	58	14	92	
1908	182	17	52	13	82	
1909	214	25	52	12	89	
1910	209	28	60	25	113	
Total	2,115	256	538	137	931	
Yearly average (for the 10 years)	211	25	54	14	93	

Note.—In 1891 the competitions for the Services named above were not held concurrently; the following Table shows the figures for the separate examinations for those appointments held in that year and in the year 1881:—

Date of Competition.	Number Examined.	Number Successful.
1891. November - Home Civil Service.	26	12
June - Indian Civil Service (Probationers).	148	33
August - Eastern Cadetships.	49	7
1881. February - Home Civil Service.	56	20
September - Home Civil Service.	39	11
June - Indian Civil Service (Probationers).	147	31
August - Eastern Cadetships.*	14	6

\* These appointments were filled by Limited Competition in 1881.

## VII.

CLASS I., I.C.S., AND EASTERN CADETS.  
(1896-1911.)

SCHOOLS at which were educated the SUCCESSFUL CANDIDATES at the COMBINED COMPETITIONS held between \*1896 and 1911 (inclusive) for CLERKSHPSES (CLASS I.) in the HOME CIVIL SERVICE, for the CIVIL SERVICE OF INDIA, and for EASTERN CADETSHIPS.

(N.B.—All London Schools are grouped under that Head.)

Name of School.	Number of Successful Candidates.				Total (for 16 Years).
	1896 to 1900 (Five Years).	1901 to 1905 (Five Years).	1906 to 1910 (Five Years).	1911.	
Aberdeen :					
Grammar School	1	1	2	—	4
Robert Gordon's College	1	3	3	1	8
Aldenham : Grammar School	2	3	—	—	5
Bath :					
College	3	5	1	1	10
King Edward's School	—	—	1	—	1
Downside College	1	—	1	—	2
Kingswood School	3	1	1	—	5
Bedford :					
Grammar School	4	8	5	2	19
Modern School	—	1	—	—	1
Belfast :					
Campbell College	—	3	4	1	8
Methodist College	5	2	1	—	8
Royal Academical Institution.	2	2	1	—	5
Berkhamsted : Grammar School.	—	1	1	—	2
Birkenhead : School	1	—	1	—	2
Birmingham : King Edward's School.	5	3	5	1	14
Blackrock : College	2	—	3	—	5
Blundell's School (Tiverton)	7	2	5	4	18
Boston : Grammar School	1	1	—	—	2
Bradfield : College	4	2	3	5	14
Bradford : Grammar School	2	3	7	—	12
Brecon : Christ College	1	1	2	—	4
Brighton : College	—	2	—	—	2
Bristol : Grammar School	3	1	3	—	7
Bromsgrove : King Edward's School.	1	2	3	—	6
Bruton :					
King's School	—	—	1	1	2
Sexey's School	—	—	—	1	1
Cambridge :					
The Leys School	1	3	—	—	4
Perse Grammar School	2	2	1	—	5
Canterbury : King's School	1	3	5	1	10
Carlisle : Grammar School	—	1	1	—	2
Charterhouse	12	6	14	3	35
Cheltenham :					
College	10	9	5	4	28
Dean Close School	—	1	2	—	4
Grammar School	—	—	2	—	2
Christ's Hospital	—	4	6	8	20
Clifton : College	19	13	14	5	51
Clongowes Wood : College	4	5	3	3	15
Coleraine : Academical Institution.	1	1	2	—	4
Cork :					
Christian Brothers' Schools	—	1	1	1	3
Grammar School	—	—	—	1	1
Crosby (Liverpool) : Merchant Taylors'.	3	—	1	—	4

Carried forward - 108 98 114 35 355

Name of School.	Number of Successful Candidates.				
	1896 to 1900 (Five Years).	1901 to 1905 (Five Years).	1906 to 1910 (Five Years).	1911.	Total (for 16 Years).
Brought forward -	108	98	114	35	355
Dublin :					
Belvedere College	—	1	1	—	—
(For Blackrock College, see under "B.")					
Christian Brothers' Schools	—	—	2	1	—
High School	—	2	1	2	5
St. Andrew's College	—	—	1	1	3
Wesley College	—	2	1	1	4
Dundalk : Educational Institution.	—	1	—	1	2
Dundee : High School	—	3	2	2	7
Dungannon : Royal School	—	1	1	—	4
Durham : School	—	1	2	—	5
Eastbourne : College	—	2	1	—	3
Edinburgh :					
Academy	—	3	1	2	7
Daniel Stewart's College	—	1	4	1	6
Fettes College	—	—	3	5	12
George Heriot's School	—	—	2	1	4
George Watson's College	—	19	13	10	43
Royal High School	—	2	4	2	8
Merchiston Castle School	—	2	—	—	2
Eltham : College	—	—	1	2	4
Enniskillen : Portora Royal School.	—	2	1	2	5
Epsom : College	—	—	2	3	5
Eton	—	13	6	15	35
Exeter : School	—	1	—	—	2
Faversham : Grammar School (For Fettes College, see under Edinburgh).	—	—	1	—	2
Felsted : School	—	3	4	1	8
Framlingham : College	—	2	1	1	5
Glasgow :					
Academy	—	—	1	2	3
Allan Glen's School	—	—	—	1	1
Hutcheson's Grammar School.	—	—	2	—	2
High School	—	1	5	2	8
Kelvinside Academy	—	2	1	—	3
Glenalmond : Trinity College	—	1	1	—	2
Guernsey : Elizabeth College	—	1	—	1	2
Haileybury	—	—	4	4	15
Hamilton : Academy	—	1	—	1	2
Harrow	—	13	7	6	27
Hull : Hymer's College	—	—	2	—	2
Ipswich : School	—	2	—	1	3
Irvine : Royal Academy	—	1	1	1	3
Isle of Man : King William's College.	—	—	4	2	6
(For Kingswood School, see under "Bath.")					
Lancaster : Royal Grammar School.	—	1	—	2	3
Lancing : College	—	3	—	2	5
Leeds : Grammar School	—	4	—	2	6
Liverpool :					
College	—	1	3	5	9
Institute	—	2	4	1	7
Llandovery School	—	—	2	2	4
London :					
Aske's School (Hatcham)	—	—	2	—	2
Central Foundation School	—	3	1	2	7
City of London School	—	8	4	3	17
Dulwich College	—	16	16	14	47
Godolphin School (Hammersmith).	—	1	1	—	2
Carried forward -	237	212	225	55	729

\* It was in 1896 that the examinations for these three Services (Home, Indian, and Colonial) were for the first time held concurrently and upon the same papers.

Name of School.	Number of Successful Candidates.					Name of School.	Number of Successful Candidates.				
	*1896 to 1900 (Five Years).	1901 to 1905 (Five Years).	1906 to 1910 (Five Years).	1911.	Total (for 16 Years).		*1896 to 1900 (Five Years).	1901 to 1905 (Five Years).	1906 to 1910 (Five Years).	1911.	Total (for 16 Years).
Brought forward	237	212	225	55	729	Brought forward	408	350	382	89	1229
London—cont.						Uppingham	5	6	7	—	18
Highgate School	4	2	4	—	10	Wakefield : Grammar School	1	1	1	—	3
King's College School	4	—	3	—	7	Warwick : King's School	2	2	1	2	7
Latymer Upper School (Hammersmith).	—	—	3	—	3	Wellington	4	8	4	—	16
Merchant Taylors'	16	8	11	1	36	Weymouth : College	1	1	—	—	2
St. Ignatius' College (Stam- ford Hill).	—	—	1	1	2	Winchester	12	17	17	5	51
St. Olave's (Southwark)	—	2	4	—	6	Windsor : Beaumont College	2	—	—	—	2
St. Paul's School	32	26	19	3	80	Wolverhampton : School	2	2	1	1	6
University College School	2	—	2	—	4	Woodbridge : Grammar School.	—	—	—	2	2
Westminster School (St. Peter's).	8	8	10	3	29	Worcester Cathedral : King's School.	2	—	1	—	3
Westminster City School	—	1	1	—	2	Other "Public" Schools (for the most part "Secondary")	17	26	25	8	76
William Ellis School (Gospel Oak).	—	—	1	1	2	England and Wales.	8	5	9	1	23
Londonderry :						Scotland	4	4	7	—	15
Academical Institution	2	—	—	—	2	Ireland	4	4	7	—	114
Foyle College	—	—	2	—	2	Private Schools	14	7	1	—	22
St. Columb's College	—	1	—	—	1	Continental Schools	2	1	3	—	6
Loretto	1	—	1	—	2	Schools in India and Ceylon	22	19	11	4	56
Loughborough : Grammar School.	2	—	—	—	2	Colonial Schools	3	6	3	—	12
Malvern : College	11	9	11	1	32	Privately educated	4	2	—	—	6
Manchester :						School not stated	1	1	—	—	2
Grammar School	15	8	10	2	35	Totals	514	458	473	112†	1557
Hulme Grammar School	—	1	—	—	3						
Marlborough	13	11	8	6	38						
Middlesbrough : High School	—	1	2	—	3						
Mill Hill	—	—	4	1	5						
Monkton Combe : School	—	2	1	—	3						
Monmouth : Grammar School	—	2	1	—	3						
Newcastle-on-Tyne : Gram- mar School.	2	—	—	—	2						
Newcastle (Staffs) : High School.	3	—	3	1	7						
Norwich : Grammar School	1	1	2	—	4						
Nottingham : High School	1	—	2	1	4						
Oakham : Grammar School	1	—	1	—	2						
Oswestry : Grammar School	2	—	—	—	2						
Oundle : School	1	2	1	1	5						
Oxford :											
High School	2	3	—	—	5						
Magdalen College School	—	1	1	1	3						
St. Edward's School	1	2	1	1	5						
Perth : Academy	1	—	1	—	2						
Plymouth : College	1	4	2	—	7						
Portsmouth : Grammar School	1	2	—	—	3						
Radley	2	2	2	1	7						
Rathfarnham : St. Columba's College.	1	1	1	—	3						
Reading : School	1	—	2	—	3						
Repton	5	2	1	1	9						
Rossall	3	4	5	—	12						
Rugby	13	11	16	4	44						
Ruthin : Grammar School	—	1	1	—	2						
St. Andrews : Madras College	2	—	—	—	2						
Sedbergh	2	1	2	—	5						
Sherborne	—	3	2	1	6						
Shrewsbury	6	5	3	—	14						
Silcoates : Northern Congre- gational School.	3	—	—	—	3						
Stonyhurst	1	3	—	—	4						
Stratford-on-Avon : Gram- mar School.	1	1	1	—	3						
Tipperary : Grammar School	—	1	1	—	2						
Tiverton : Blundell's School, see under "B."	—	—	—	—	—						
Tonbridge	4	6	7	1	18						
Carried forward	408	350	382	89	1229						
Oxford—Total	115	92	15	25	247†						

\* It was in 1896 that the examinations for these three Services (Home, Indian, and Colonial) were for the first time held simultaneously and on the same day.

University and College.	Number of Successful Candidates.				Total	Number of Successful Candidates.				
	Specially prepared.		Not specially prepared so far as appears.	Time not stated.		Specially prepared.		Time not stated.		
	Not exceeding 3 months.	For more than 3 months (so far as appears).								
Cambridge:										
Caius	3	8	—	—	11					
Christ's	1	4	2	1	8					
Clare	—	2	2	1	5					
Corpus Christi	—	1	—	—	1					
*Downing	—	1	—	—	1					
*Emmanuel	1	9	3	2	15					
Jesus	—	9	1	—	10					
King's	—	8	1	1	10					
Magdalene	—	4	—	—	4					
*Pembroke	1	5	2	1	9					
Peterhouse	—	3	—	—	3					
Queen's	—	5	—	1	6					
*St. John's	3	7	3	10	23					
Selwyn	—	4	—	—	4					
Sidney Sussex	—	5	2	—	7					
*Trinity	1	13	2	8	24					
Trinity Hall	—	1	—	—	1					
Cambridge—Total	10	89	18	25	142*					

\*Note.—Certain of these candidates, before entering the Universities of which they are reckoned as members in the Table above, had studied at other Universities (being for the most part graduates thereof), as follows :—

How reckoned in the Table above.	Previous University.	How reckoned in the Table above.	Previous University.
Oxford (10), viz. :—		Cambridge (12), viz. :—	
Balliol	New Zealand, 1.	Downing	Calcutta, 1.
Christ Church	Aberdeen, 1; Glasgow, 1.	Emmanuel	Bombay, 1.
Jesus	University of Wales, 1.	Pembroke	St. Andrews, 1.
Lincoln	St. Andrews, 2.	St. John's	Allahabad, 1; Bombay, 5.
Magdalen	Glasgow, 1.	Trinity	Manchester, 1; Madras, 2.
Pembroke	Glasgow, 1.	Glasgow (2)	Edinburgh, 1; London (Royal College of Science), 1.
Trinity	Glasgow, 1.		
Non-Collegiate	Bombay, 1.		

† These men had been students of the colleges specified below :—

† Queen's College, Belfast (2) :—1 in 1907; 1 in 1910.

Queen's College, Cork (1) :—1 in 1909.

Queen's College, Galway (4) :—1 in 1906; 1 in 1908; 1 in 1909; 1 in 1910.

University College, Dublin (6) :—1 in 1906; 2 in 1907; 1 in 1908; 2 in 1910.

Blackrock University College (1) :—1 in 1906.

‡ Note.—We have not yet had a graduate of the Queen's University, Belfast—the student of Queen's College, Belfast, (above-mentioned) had graduated in the Royal University before his College acquired the status of a University.

VIII.—*Return of Candidates who were appointed to Class I. Clerkships in the Home Civil Service or Eastern Cadetships or who became Indian Civil Service Probationers from the Competitions held in the five years 1908–1912.*

Numbers of such Candidates whose names appear in the Honours Lists mentioned.

			Class I.	Class II.	Class III.
Oxford	Greats	All three services.	38 - - - -	97 (two of them obtained a 1st Class and a 2nd Class in History).	60
		Home only	29 - - - -	29 (one also 1st Class in History).	10
	History School	All three services.	7 - - - -	23 - - - -	16
		Home only	4 - - - -	2 - - - -	1
Cambridge.	Hist. Tripos, Part I. or Part II.	All three services.	11 (one of them also obtained a 1st Class in Science).	10 - - - -	1 (was 3rd Class in Part I. and 2nd Class in Part II.).
		Home only	5 - - - -	2 - - - -	—
	Sciences Tripos, Part I. (see also below).	All three services.	6 (three of them also obtained 2nd Classes in History).	2 - - - -	—
		Home only	1 (also 2nd Class in History).	—	—
	Math. Tripos, Part I. (Old and New Regulations) (see also below).	All three services.	25 (two of them also obtained 1st Classes in History and one a 2nd Class in History).	10 (one of them also obtained a 3rd Class in History).	1
		Home only	13 (including two 1st Classes in History).	1 - - - -	—
	Both Math. Tripos, Part I., and Sciences Tripos, Part I.	All three services.	22 (eight obtained 2nd Classes and three 3rd Classes in Science. One also obtained a 2nd Class in History).	6 (three obtained 1st Classes and two 3rd Classes in Science. One also obtained a 2nd Class in History).	4 (obtained 1st Classes in Science).
		Home only	9 (four of them were 2nd Class in Science).	1 (a 1st Class in Science).	1 (a 1st Class in Science).

NOTE.—Candidates who took Honours in more than one school are shown once only.

IX.—*Estimate of the Cost of holding an Examination of 200 Candidates of University Standard at Poona.*

(Referred to in Question 53,641.)

The cost on the first occasion, when everything has to be organised, would be exceptional. The cost here considered is the normal annual cost, when the examination is being regularly held from year to year.

The total cost, to be borne by candidates' fees and the Indian Treasury, would be £ about 2,500  
 If it is desired that an oral test of general ability and personal qualities should be held, there would be an additional cost of 300  
 If the Indian Government is able to provide examination halls and furniture and laboratories, the above estimate would be reduced by about 200  
 Many data being uncertain, this estimate cannot be relied upon to within a few hundred pounds.

**APPENDIX No. V.**

(Referred to in Questions 53,609, 54,253, 54,269.)

*Home Civil Service (Class I.), Civil Service of India, and Eastern Cadetships.*

*Medical Examiner's Report.*

*The attention of the Medical Examiner is specially directed to the following paragraph :—*

No person will be deemed qualified for admission to the above services who shall not satisfy the Civil Service Commissioners that he has "no disease, constitutional affection, " or bodily infirmity unfitting him, or likely to unfit him," for that Service. The

Commissioners consider that by this provision the duty of satisfying them as to his eligibility is thrown upon the Candidate, and that unless he can so satisfy them they cannot grant their Certificate. The benefit of any reasonable doubt which may exist must, they conceive, be given not to him, but to the public. As long as there is such doubt it is impossible for them to say that they are satisfied. The question should not be looked at as if the Candidate had a vested right to an appointment liable only to be divested on his being proved unfit. It is in reality whether he can gain a title by proving himself fit; and the difference is so considerable, that the Commissioners are anxious to keep it present to the minds of those to whom they apply for advice.

The Candidate must make the statement required below prior to his Medical Examination and must sign the Declaration appended thereto.

1. State your Name in full \_\_\_\_\_
2. State your age and birthplace \_\_\_\_\_
3. Have you ever had small pox, intermittent or any other fever, enlargement or suppuration of glands, spitting of blood, asthma, inflammation of lungs, heart disease, fainting attacks, acute rheumatism, appendicitis, or any other disease or accident requiring confinement to bed and medical or surgical treatment? \_\_\_\_\_
4. Have you or any of your near relations been afflicted with consumption, scrofula, gout, asthma, fits, epilepsy, or insanity? \_\_\_\_\_
5. Have you suffered from any form of nervousness due to over-work or any other cause? \_\_\_\_\_

6. Furnish the following particulars concerning your Family:—

Father's Age, if Living, and State of Health.	Father's Age at Death, and Cause of Death.	No. of Brothers Living, their Ages and State of Health.	No. of Brothers Dead, their Ages at, and Cause of, Death.

Mother's Age, if Living, and State of Health.	Mother's Age at Death, and Cause of Death.	No. of Sisters Living, their Ages and State of Health.	No. of Sisters Dead, their Ages at, and Cause of, Death.

I declare all the above Answers to be, to the best of my belief, true and correct.

Candidate's Signature \_\_\_\_\_

NOTE.—The Candidate will be held responsible for the accuracy of the above statement. By wilfully suppressing any information he will incur the risk of losing the appointment.

HEIGHT (without shoes).	
DEPTH OF CHEST (after full inspiration).	
WEIGHT.	

*Medical Examiner's Report.*

Questions.	Answers.	Remarks.
1. Has the Declaration on the preceding page been signed by the Candidate?		
2. Are there any evidences of malformation, congenital or acquired?		
3. Are there any indications of a decided cachectic or diathetic state of constitution?		
4. Has the Candidate been satisfactorily vaccinated within the last seven years?		
5. Are there any signs of disease of the nervous system?		
6. Is the hearing good?		
7. Is the sight good?		
8. Are there any signs of disease of the bones, joints or parts connected therewith?		
9. Is there any important affection of the skin?		
10. Are the heart and arteries healthy?		
11. Has the Candidate haemorrhoids, varicocele, or other affections of veins?		
12. Is there any evidence of disease of the respiratory organs?		
13. Are there any signs of disease of the digestive organs? <i>Are the teeth seriously decayed or otherwise defective?</i>		
14. Is the Candidate free from rupture?		
15. Is there any indication of disease of the genital organs?	(1) (2)	
16. Is the urine free from (1) albumen (2) sugar? Is the urine otherwise normal?		
17. Is there anything in the health of the Candidate likely to render him unfit for the efficient discharge of the duties of a Civil Servant in England or India, or those of an Eastern Cadet?		
18. Do you consider the Candidate in all respects qualified for the efficient and continuous discharge of the duties of a Civil Servant in England or India or those of an Eastern Cadet?		
19. Does the Candidate appear to be of— (a) Pure European descent on both sides? (b) Pure Asiatic descent on both sides? (c) Mixed European and Asiatic descent without African blood?		

Signed \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX No. VI.**

(Referred to in Question 53,610.)

*Medical examinations for Appointments in the Civil Service*

With a view to prevent Parents and Guardians from incurring the inconvenience and expense of preparing for Examination candidates who may be physically unfit for the Civil Service, it is suggested that the candidates be submitted to examination by the medical adviser of the family, or any other qualified medical practitioner, to whom the following points may be submitted as those towards which his attention should be chiefly directed:—

In advising candidates medical practitioners should bear in mind that *the question of fitness involves the future as well as the present*, and that one of the main objects of medical examination is to secure continuous effective service and (in the case of candidates for permanent

appointments) to prevent early applications for pension. It is to be understood that this private examination is merely suggested as a guide, and to lessen the chances of disappointment, and that it is by no means intended to take the place of, or to influence in any way, the regular official physical examination, which is only held in the case of successful candidates, and can in no case be held before the result of the literary examination is ascertained.

(1) A weak constitution, arising from imperfect development or weakness of the physical powers of the body, hereditary or otherwise. *Especial attention should be directed to this point, as delicacy of constitution, though positive disease is absent, may lead to rejection,* and for some branches of the Service (especially the Post Office) want of general vigour may disqualify.

(2) *Height, Girth, and Weight.*—Candidates for appointments in the Post Office, Customs, and other Departments respecting which rules as to height, girth, or weight are laid down in the published Regulations, should be careful to ascertain before applying that they are not below the prescribed standards in respect of those qualifications.

(3) Chronic eruptions on the skin or scalp. The ordinary acne of adolescence would not disqualify.

(4) Disordered intellect, epilepsy, paralysis, or other signs of disease or disorder of the nervous system.

(5) Any serious defect of vision. A moderate degree of ordinary short sight corrected by glasses would not, as a rule, be regarded as a disqualification; but candidates for certain situations as, e.g., Preventive Man in the Department of Customs and Excise, are liable to disqualification for any defect of vision. Candidates for some other appointments of a special character would be rejected for colour-blindness, but for the Covenanted Civil Service of India and for ordinary Home Appointments it is not by itself a disqualification.

(6) Deafness, or discharge from one or both ears, disease or thickening of the lining membrane of the external ear.

(7) Disease of the bones of the nose or of its cartilages and polypus. Disease of the throat, palate, or tonsils.

(8) Scrofulous disease of the glands of the throat or neck, external cicatrices from scrofulous sores.

(9) Disease of the heart or blood vessels, deformity or contraction of the chest, phthisis, spitting or other discharge of blood, bronchitis, chronic coughs, or other symptoms of tuberculous or other disease of the organs of respiration.

(10) Disease or enlargement of the liver, spleen or kidneys. Candidates should be very careful to ascertain *before competing* that they are free from albuminuria.

(11) Any disease of the alimentary canal.

(12) The existence of any serious congenital or acquired defect or malformation, especially in head, feet, or hands. Paralysis, weakness, considerable lameness, impaired motion, or contraction of the upper or lower extremities, from whatever cause. Distortion of the spine, of the bones of the chest, or pelvis, from injury or constitutional defect.

In addition to the above the following may be cited as raising serious doubts as to a candidate's fitness:—

(a) *Rupture.*—This is in some respects a question of degree and of the duties of the proposed situation. For clerkships and some other sedentary occupations a properly supported rupture may not be a disqualification.

(b) *Appendicitis.*—The history of an attack of appendicitis would place the candidate under grave suspicion, owing to its possible recurrence. The question of radical cure by surgical operation should be seriously considered by the candidate.

(c) *Varicose veins and varicocele.*—These, if serious, should be cured by operation, but in the case of situations which are physically of a trying nature a tendency to varix may be held to disqualify. The cure of varicocele by operation is important for Candidates for the Civil Service of India.

(d) *Loss of sight of one eye by mechanical injury.*—If the other eye is sound and sufficient and not likely to become affected, the question of fitness will be specially considered; but for situations for which the rules lay down that "any serious 'defect of vision will disqualify,'" loss of sight of one eye would usually be regarded as a bar to appointment.

(e) *Stammering.*—This is in some respects a question of degree and of the duties of the proposed situation; but any considerable impediment in speech renders a candidate generally liable to rejection.

(f) *Teeth.*—It is necessary that candidates whose teeth are defective should have them properly attended to by a qualified dentist. The wearing of artificial teeth is not of itself a disqualification.

*The Commissioners will not undertake to define more closely any of the disqualifying defects or diseases referred to above, nor will they offer an opinion as to questions of degree in regard to them.*

It is not the practice of the Commissioners to consider beforehand the question of physical qualifications; cases in which doubts exist are decided individually on their merits, and no prospective decisions can be given. Candidates are allowed to present themselves at Open Competitions subject to such inquiries as may be necessary in the case of those who are successful, and on the understanding that no candidate can be appointed unless the Commissioners are satisfied that he is free from any physical defect or disease likely to interfere with the proper discharge of his duties. Successful candidates are examined by medical advisers selected by the Commissioners, and the names of these gentlemen cannot be supplied with a view to a preliminary examination. In case of doubt a preliminary examination should be made by the candidate's own medical adviser, as stated above.

Candidates who have been rejected on the ground of health are not debarred from entering subsequent competitions; but they must do so at the risk of a second disappointment.

Civil Service Commission,

London, W.

January 1912.

### APPENDIX No. VII.

(Referred to in Question 53765.)

#### Straits Settlements and Federated Malay States Cadetships.

1. With the view of supplying the Civil Service of the Straits Settlements and Federated Malay States, Cadetships have been established, the holders of which will be required to devote themselves for a certain time after their arrival in the East to learning a native language. Cadets appointed to this service will in the first instance be allotted either to the Colony or to the Federated Malay States, but it must be distinctly understood that they will be liable to be transferred at any time from the service of one of these Governments to that of the other, without being given compensation for any special local privileges or allowances. They will also be liable to be called upon to serve in any of the Malay States under British protection which are not included in the Federated Malay States.

2. The Cadets, who must be natural-born British subjects of pure European descent on both sides, are selected by open competitive examination held by the Civil Service Commissioners, to whom all inquiries on the subject should be addressed.

The examination for these appointments will, as a rule, be held in the month of August, in those years in which vacancies have occurred, simultaneously with the examination for the Civil Service of India. Candidates must be between the ages of 22 and 24 on the first day of August in the year in which the examination is held.

3. The selected Candidates will be expected to leave England about a month after they have been finally selected for appointment.

4. Each Cadet will receive salary at the rate of 250*l.* per annum, half salary to commence from the day of leaving England, and full salary from the date of his arrival in the Colony or State to which he may be sent. Cadets are provided with free furnished quarters. A free passage to the Colony or State will be provided for the Cadet, subject to an undertaking to refund the cost of his passage in the event of his relinquishing the appointment within three years for any other reason than mental or physical infirmity.

5. Every Cadet on arrival in the Colony or State to which he may be sent will be subject to any regulations as to Cadets (not inconsistent with this paper) which may from time to time be made by the local Government, including regulations as to examinations in native languages, &c. A Cadet who has passed such examinations is paid at the rate of 300*l.* per annum, with free furnished quarters. Provided that he has passed the examinations and that his conduct has been satisfactory, a Cadet is appointed to be a Supernumerary Officer of Class V. on the completion of three years' service, dating from his arrival in the Malay Peninsula.

6. A Cadet will be liable to be dismissed if at any time his progress in his studies or his conduct shall be considered by the Government to be so unsatisfactory as to render such a course desirable. The Government will decide, having regard to the ground of dismissal, whether the Cadet shall be sent home at the public expense, or shall be left to find his own way home.

7. The regulations as to the grant of leave of absence are as follows:—

1. Two months' full pay vacation leave may be allowed for each year of service.
2. An officer may be permitted to accumulate this leave up to a maximum of eight months. If an officer desires to take four months' leave after two years' service or six months after three years he may be allowed to do so, provided that it is not

inconvenient to the Government ; but in ordinary circumstances he will be expected to serve for four years. If the Government should find itself compelled to refuse leave after four years' service the officer affected will be granted leave at the earliest opportunity, and will be allowed additional leave proportionate to the time for which his departure has been delayed. An officer must give at least six months' notice of his intention to apply for leave at the end of four years, and must proceed on leave at any date that the Government may require.

3. Except in the circumstances just referred to, and in the special cases mentioned below, leave will be limited to a maximum of eight months. In the special cases additional leave on half salary may be allowed to the extent of one month for each year of service plus six months. The following grounds, and these only, will be regarded as rendering an officer eligible for half-pay leave :—

- (a) Ill-health, when a medical board in the Malay Peninsula or one of the medical advisers to the Secretary of State certifies that the grant of additional leave is absolutely necessary.
- (b) Private affairs of an exceptionally urgent character.
- (c) Study ; when an officer has the permission of the Government to undergo a course of study or training which cannot be completed within the ordinary period of leave (*e.g.*, when an officer is reading for the Bar he may be allowed half-pay leave if necessary to enable him to keep a term or to attend an examination).
- (d) To suit steamship arrangements. Not more than a fortnight will be granted for this purpose.

An officer who wishes for an extension of leave for his own convenience may be allowed leave without pay, provided that he can be spared without difficulty.

4. An officer may, at the discretion of the head of his department, be allowed to take leave for not more than 14 days in any one year without any deduction being made from his vacation leave.

8. The present rule as to superannuation is that in the case of ill-health an officer may be allowed to retire on a pension after 10 full years' resident service ; otherwise he must have attained the age of 55. For 10 full years' resident service fifteen-sixtieths of the average annual salary of the retiring officer's fixed appointments for the three years prior to retirement may be awarded, to which one-sixtieth may be added for each additional year's service ; but no addition will be made in respect of any service beyond 35 years. For pension purposes absence on vacation leave counts as full service, and leave on half pay as half service.

9. A deduction of 4 per cent. is made from the salaries of all members of the permanent Government Service (including Cadets) as a contribution towards the provision of pensions for the widows and orphans of Government officers. An officer may also contribute at the rate of 4 per cent. of any duty allowance drawn by him, but is not required to do so. The choice once made as to contributing 4 per cent. of duty allowance will be final and will apply to the whole of the officer's service.

10. The currency of the Straits Settlements and the Federated Malay States is based on the Straits Settlements dollar. Sterling salaries are converted at the Government rate of exchange, which, at present, is 2s. 4d. to the dollar.

11. The Civil Service of the Straits Settlements and Federated Malay States is at present classified as follows :—

#### *Class V.*

Seventeen appointments in the Straits Settlements and 32 in the Federated Malay States.

Salary—400*l.* a year, rising by four annual increments of 15*l.* and two of 20*l.* to 500*l.*, with a duty allowance (*i.e.*, a non-pensionable allowance drawn only when an officer is actually performing the duties of his appointment) of 100*l.* a year.

#### *Class IV.*

Ten appointments in the Straits Settlements and 24 in the Federated Malay States.

Salary—520*l.* a year, rising by annual increments of 20*l.* to 600*l.*, with a duty allowance of 120*l.* a year.

#### *Class III.*

Eleven appointments in the Straits Settlements and 27 in the Federated Malay States.

Salary—650*l.* a year, rising by annual increments of 25*l.* to 750*l.*, with a duty allowance of 150*l.* a year.

*Class II.*

Twelve appointments in the Straits Settlements and 12 in the Federated Malay States.

Salary—800*l.* a year, rising by five annual increments of 30*l.* and one of 50*l.* to 1,000*l.* a year, with a duty allowance of 175*l.* a year.

*Class I.*

Nine appointments in the two branches of the Service. Three of these are joint appointments for the Straits Settlements and Federated Malay States, two are purely for the Straits Settlements, and four purely for the Federated Malay States.

Salary—1,050*l.* a year, rising by annual increments of 50*l.* to 1,200*l.* a year, with a duty allowance of 200*l.* a year (in one case 300*l.* and in one 400*l.*).

*Staff Appointments.*

One in the Straits Settlements at 1,500*l.* a year, with a duty allowance of 300*l.*

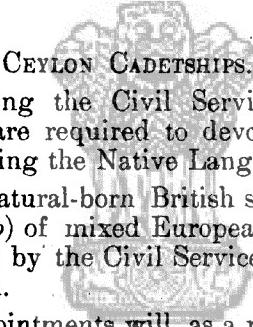
Five in the Federated Malay States. One at 2,000*l.* a year, with a duty allowance of 500*l.*; one at 1,300*l.*, with a duty allowance of 600*l.*; one at 1,200*l.*, with a duty allowance of 400*l.*, and two at 1,200*l.*, with a duty allowance of 300*l.*

12. It must be understood that no guarantee whatever is given that the number and conditions of these appointments or the salaries attached to them will remain unaltered. Moreover, some of the posts included in the classification are not exclusively reserved for officers originally appointed as Cadets.

Colonial Office,

April, 1913.

*NOTE.—Further information can be obtained on personal application at the Eastern Department of the Colonial Office.*



1. With the view of supplying the Civil Service in Ceylon, Cadetships have been established, the holders of which are required to devote themselves for a certain time after their arrival in the Colony to learning the Native Languages, viz., Sinhalese and Tamil.

2. The Cadets, who must be natural-born British subjects either (a) of pure European or Asiatic descent on both sides, or (b) of mixed European and Asiatic descent, are selected by open competitive examination held by the Civil Service Commissioners, to whom all inquiries on the subject should be addressed.

The examination for these appointments will, as a rule, be held in the month of August in those years in which vacancies have occurred, simultaneously with the examination for the Civil Service of India. Candidates must be between the ages of 22 and 24 on the first day of August in the year in which the examination is held.

3. The selected Candidates will be expected to leave for the Colony about a month after the results of the examination are announced.

4. The salary of a Cadet commences at the rate of 300*l.* a year without quarters. Half salary is allowed from the date of embarkation, and full salary from that of arrival in the Colony. A free passage to the Colony is provided for the Cadet, subject to an undertaking to secure that—in case of his dismissal, or in case he shall within three years from the date of his arrival in Ceylon, either quit the Colony without leave or relinquish his appointment (except on account of ill health)—he shall, if required by the Governor, repay to the Colony the cost of his passage out.

5. Every Cadet on arrival in Ceylon will be subject to any regulations (not inconsistent with this paper) which may from time to time be made by the Colonial Government, including regulations as to examinations in native languages, law, riding, &c. A Cadet who has passed such examinations is paid at the rate of 350*l.* a year until he obtains a substantive appointment.

6. A Cadet will be liable to be dismissed if at any time his conduct or his progress in his studies shall be considered by the Government to be so unsatisfactory as to render such a course desirable. The Government will decide, having regard to the ground of dismissal, whether the Cadet shall be sent home at the public expense, or shall be left to find his own way home.

7. The Civil Service is at present classified as follows, but no guarantee whatever is given that the numbers and conditions of the appointments or the salaries attached to them will remain unaltered :—

Passed Cadets at 350*l.* a year.

Officers of the Fourth Class.—Salary 400*l.*, rising by annual increments of 25*l.* to 500*l.* a year.

Officers of the Third Class.—Salary 550*l.*, rising by annual increments of 50*l.* to 700*l.* a year.

Officers of the Second Class.—Salary 750*l.*, rising by annual increments of 50*l.* to 900*l.* a year.

Officers of the First Class at salaries varying between 1,050*l.* and 1,450*l.* a year.

8. Officers will be required to pass a further examination in law, languages, and accounts before they can be promoted to Class III.

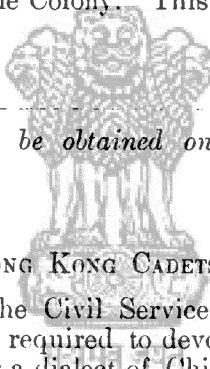
9. Subject to the necessities of the service, leave of absence on half salary may be granted to members of the permanent Government service after a period of six years' resident service in the Colony, without any special grounds. It may be given before the expiration of that period in cases of serious indisposition or of urgent private affairs. In the absence of special grounds the leave in such case must not exceed one-sixth of the officer's resident service; on special grounds it may exceed that period by six months. In addition to the above, vacation leave on full pay may be granted, if no inconvenience or expense is caused thereby, not exceeding three months in any two years.

10. The present rule as to superannuation is that in the case of ill-health an officer may be allowed to retire on a pension after 10 full years' resident service; otherwise he must have attained the age of 55. For 10 full years' resident service fifteen-sixtieths of the average annual salary of the retiring officer's fixed appointments for the three years prior to retirement may be awarded, to which one-sixtieth may be added for each additional year's service; but no addition will be made in respect of any service beyond 35 years. No pension may exceed 1,000*l.* per annum, whatever may be the salary of the retiring officer.

11. A deduction of 4 per cent. is made from the salaries of all those who enter the Ceylon Civil Service, as a contribution towards the pensions of the widows and orphans of Government officers.

12. The Government of Ceylon calculates the 1*l.* sterling at 15 rupees for the purpose of the payment of salary or pension in the Colony. This rate is, however, liable to alteration.

Colonial Office,  
December 1910.



*NOTE.—Further information can be obtained on personal application at the Eastern Department of the Colonial Office.*

#### HONG KONG CADETSHIPS.

1. With the view of supplying the Civil Service of Hong Kong, Cadetships have been established, the holders of which are required to devote themselves for a certain time after their arrival in the East to learning a dialect of Chinese and to acquiring a knowledge of Government business.

2. The Cadets, who must be natural-born British subjects of pure European descent on both sides, are selected by open competitive examination held by the Civil Service Commissioners, to whom all inquiries on the subject should be addressed.

The examination for these appointments will, as a rule, be held in the month of August in those years in which vacancies have occurred, simultaneously with the examination for the Civil Service of India. Candidates must be between the ages of 22 and 24 on the first day of August in the year in which the examination is held.

3. Cadets will be expected to leave England about a month after the date on which they have been finally selected for appointment.

4. Each Cadet will receive salary at the rate of 225*l.* per annum, half salary to commence from the day of leaving England, and full salary from the date of his arrival in the Colony. A Cadet receives a house allowance of 540 dollars a year. A free passage to the Colony will be provided for the Cadet, subject to an undertaking to refund the cost of his passage in the event of his relinquishing the appointment within three years for any other reason than mental or physical infirmity.

5. Every Cadet on arrival in Hong Kong will be subject to any regulations as to Cadets (not inconsistent with this paper) which may from time to time be made by the Government of the Colony, including regulations as to examinations in Chinese, &c. A Cadet who has passed such examinations is paid at the rate of 300*l.* per annum until he obtains a substantive appointment. Should a Cadet remain three years, after passing his examinations, without obtaining a substantive appointment, his salary will be increased to 350*l.*

6. A Cadet will be liable to be dismissed if at any time his progress in his studies or his conduct shall be considered by the Government to be so unsatisfactory as to render such a course desirable. The Government will decide, having regard to the ground of dismissal, whether the Cadet shall be sent home at the public expense or shall be left to find his own way home.

7. The existing regulations as to leave of absence are as follows:—

- (a) Subject to the necessities of the Service, leave of absence on half salary may be granted to members of the permanent Government Service, after a period of four and a half years' resident service, without any special grounds. It may be given before the expiration of that period in cases of serious indisposition or of urgent private affairs. In the absence of special grounds, the leave in such case must not exceed one-sixth of the officer's resident service; on special grounds it may exceed that period by six months.
- (b) The Governor will not in any case grant leave on half salary for a period of more than nine months at a time, but that period may be extended by the Secretary of State on the ground of ill-health or of urgent private affairs or for such other reasons as may appear to him to be sufficient. In exceptional cases extensions of leave without pay may be granted.
- (c) In addition to the above, vacation leave on full pay may be granted, if no inconvenience or expense is caused thereby, not exceeding three months during, and in respect of, any two consecutive years.
- (d) At the request of any officer who may be eligible for the grant of any period of leave on half salary, the Governor may commute the whole or any portion of such leave into one-half the period of leave with full salary, provided that the total period of commuted or uncommuted leave, together with any period of vacation leave that may be granted, does not exceed ten months at a time. No officer can claim as a right to commute his leave in this manner, the decision whether commutation can or cannot be allowed being wholly within the discretion of the Governor.

8. The present rule as to superannuation is that, in the case of ill-health, an officer may be allowed to retire on a pension after ten full years' resident service; otherwise he must have attained the age of 55. For ten full years' resident service fifteen-sixtieths of the average annual salary of the retiring officer's fixed appointment for the three years prior to retirement may be awarded, to which one-sixtieth may be added for each additional year's service; but no addition will be made in respect of any service beyond 35 years. For pension purposes absence on vacation leave counts as full service, and leave on half-pay as half service.

9. A deduction of 4 per cent. is made from the salaries of all members of the permanent Service, including Cadets, as a contribution towards the provision of pensions for the widows and orphans of public officers. An officer may also contribute at the rate of 4 per cent. of any duty allowance drawn by him, but is not required to do so. The choice once made as to contributing 4 per cent. of duty allowance will be final, and will apply to the whole of the officer's service.

10. The currency of Hong Kong is based on the silver dollar. For purposes of local payment salaries fixed in sterling are converted into dollars, as to 80 per cent. at the rate of 1s. 9d., and as to 20 per cent. at a rate fixed by the Government, and based upon the average exchange value of the dollar during the month ending on the fifteenth day of the month for which salary is to be paid.

11. The Civil Service of Hong Kong is at present classified as follows, but no guarantee whatever is given that the numbers and conditions of the appointments or the salaries attached to them will remain unaltered. Moreover, some of the posts included in these classes are not exclusively confined to officers originally appointed as Cadets:—

Class.	Number of Posts.	Initial Salary.	Rising by Increments (which are triennial except where otherwise stated) of	Maximum.
			£	
III.	Ten	400	20 (annual)	560
II.	Seven	600	40	720
I.	Three	800	100	1,000
Staff	One	1,600	—	—

In addition to the fixed salaries of their posts, officers receive, while actually serving in the Colony, duty allowances at the following rates:—

Class III.—100*l.* a year (in one case 150*l.* a year).

Class II.—120*l.* a year.

Class I.—150*l.* a year.

Colonial Office,  
March 1913.

NOTE.—Further information can be obtained on personal application at the Eastern Department of the Colonial Office.

**APPENDIX No. VIII.**

(Referred to in Question 54,032.)

**MEMORANDUM ON THE INDIAN CIVIL SERVICE EXAMINATION, PUT IN BY THE REV. J. P. MAHAFFY.***The Proposed Changes as outlined in "The Times" Article of August 12th, 1910.*

A meeting, at which the Provost presided, of the Lecturers and Professors interested in this Examination, was held on Thursday, March 9th, 1911. The following statement embodies the opinions expressed by those present on the different points under discussion :—

A. The meeting approved (1) of the proposal to reduce the limit of age for the open Examination by one year ; (2) to extend the period of Probation over two years.

B. The meeting was strongly opposed to the suggestion that all Probationers should be concentrated in a single Training College. The meeting was of opinion that no argument of any real weight has been put forward in "The Times" article in support of this proposal. It seems impossible to regard seriously the notion that an occasional visit from a distinguished Indian official, or the presence of a handful of Europeanised natives, could suffice to give a real insight into the conditions of Indian life. Such knowledge cannot be acquired anywhere but in India.

On the other hand, there are many strong grounds against establishing such a College :—

- (1) A Training College could not offer the same opportunities for acquiring general culture and variety of experience as a University does.
- (2) With the lowering of the age-limit, it will become more difficult for candidates to obtain an Honour degree *before* passing the open examination ; and the Training College Scheme would remove the possibility of taking a Degree *after* passing this Examination. This fact would greatly diminish the attraction of a University Course, and would tend to make candidates seek their training at the "cramming" establishments.
- (3) Under the present system, Probationers can choose the University at which they will get their training with a view to the standard of living which they desire and can afford ; whereas if all have to attend one College, all will have to adopt the same standard, which will inevitably tell against the poorer men. This will place Irish candidates at a very serious disadvantage. The experience of such State-conducted establishments as Cooper's Hill College shows that the expenses tend to reach a very much higher level than in any Irish College.
- (4) If the Probationary Course is extended for two years, and these are spent at the Universities, it is probable that the University of Dublin would be willing to institute an Honour Degree in Indian subjects, as Cambridge has already done (*see* C. U. Calendar, pp. 92-96). This would provide a stimulus to the study of these subjects such as they would not find in the passing of a mere qualifying Examination.

C. The meeting desired to lay before the Commissioner the following suggestions :—

I. That in the Open Examination—

- (a) in Classics, questions on Classical Archaeology should be asked ;
- (b) in Modern Languages, a knowledge of the History of these languages should be compulsory ;
- (c) in Arabic, the standard should be lowered.

II. That in the event of the Probationary Period being extended over two years, the students' studies should be arranged as follows :—

(a) For the First year, the course should comprise—

Law : the Indian Code,  
Indian History,  
Elements of Surveying,  
A Vernacular, and  
A Classical Oriental language.

(b) For the Second year, the course should include—

A Vernacular language (especially a colloquial knowledge).  
A Classical language.  
Ethnology of India.  
Hindu and Mohammedan Law.  
Riding.

In the Law Course it was suggested that it would be desirable to restore to the curriculum the Code of Civil Procedure and Indian Contract Law.

**APPENDIX No. IX.**

(Referred to in Question 54,689.)

## SCOTCH EDUCATION DEPARTMENT.

## REGULATIONS FOR THE ISSUE OF INTERMEDIATE AND LEAVING CERTIFICATES.

July, 1913.

**I.—THE INTERMEDIATE CERTIFICATE.**

1. The essential purpose of the Intermediate Certificate is to testify to the conclusion of a well-balanced course of general education, suitable for pupils who leave school at 15 or 16 years of age, or, alternatively, to the fitness for entry on more specialised courses of Post-Intermediate study of such pupils as remain at school till 17 or 18.

2. Pupils enrolled in the Intermediate Course must have passed the Qualifying Examination or its equivalent in a previous session.

3. The Intermediate Course must extend over not less than three years, and all candidates for the Intermediate Certificate must, as a rule, have completed the approved course in its entirety.

4. The Intermediate Certificate is not issued to the pupils of any school unless its Intermediate Curriculum has been specifically approved by the Department.

The recognition of any school as a Higher Grade School carries with it the right of presenting for the Intermediate Certificate pupils who have followed the normal Intermediate Course. In the case of all other schools the Intermediate Curriculum must have been specially submitted to the Department for approval.

5. As a rule, any Intermediate Curriculum to be approved should provide for instruction in at least five subjects, embracing English (including History and Geography), a language other than English, Mathematics, Experimental Science, and Drawing.

6. All candidates for the Intermediate Certificate must be presented at the conclusion of their course at the Leaving Certificate Examination in the subjects enumerated in the preceding paragraph. If their attainments are such as to justify their presentation in other subjects, they should be presented accordingly, and they will receive full credit for any good work done.

7. The presentation at the Leaving Certificate Examination should in all cases be on the Lower Grade, and candidates must also present themselves for oral examination as may be arranged with the Inspectors appointed by the Department.

8. The general standard which will be looked for as a condition of the award of the Intermediate Certificate is the degree of all-round proficiency that a well-taught pupil of average ability might reasonably be expected to attain if he applied himself to his studies with ordinary diligence throughout the course.

9. For the purposes of the Intermediate Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will also be taken of those subjects of the curriculum to which the direct test of examination papers cannot well be applied.

10. No Intermediate Certificate will be granted or withheld without fair consideration of (a) the opinion of the Teachers as to the proficiency of the candidates as shown by their work in the various subjects, and (b) the deliberate judgment of the Headmaster as to the candidate's claim for a Certificate on the whole range of his work in school.

11. The issue of documents in attestation of Lower Grade passes in single subjects has been discontinued. But, for the present, the results of the examination in single subjects will be communicated to the authorities of the school. Should any candidate desire to utilise a success in the Lower Grade in any subject in order to secure exemption from some other examination, the Department will be prepared, on application being made, to forward the information direct to the Examining Body in question.

**II.—THE LEAVING CERTIFICATE.**

1. The Leaving Certificate will be awarded on the satisfactory completion of a course of Post-Intermediate study approved by the Department.

2. Pupils enrolled in Post-Intermediate Courses with a view to the award of the Leaving Certificate must, as a rule, have qualified for the award of the Intermediate Certificate in a previous session.\*

3. Post-Intermediate Courses shall, as a rule, be of not less than two years' duration reckoned from the time when the Intermediate Certificate has been gained.

N.B.—*After due notice it may be made a requirement that the Course shall normally extend to three years.*

4 As a rule, any curriculum to be approved should provide for the continuous study throughout the Course of not less than four subjects taken from the following list :—

English,	Gaelic,	Domestic Science.
Latin,	Mathematics,	Any other subject specially approved by the
Greek,	Experimental Science,	Department beforehand with reference to
French,	Geography,	the particular curriculum for which it is
German,	History,	proposed.
Italian,	Drawing,	
Spanish,	Music,	

5. The number of additional subjects that a pupil may be permitted to study at the Post-Intermediate stage is left to the discretion of the School Authorities, but it is assumed that suitable provision will always be made for Physical Exercises, and that Music will be taken as a recreative subject at least.

6. The curriculum must in all cases provide for the study of English on the Higher Grade level, together with a subsidiary study of History (not reckoned as a separate subject). As a rule, one language other than English, as well as either Mathematics or Experimental Science, should also be studied on the Higher Grade level, the remaining subject or subjects being any of those enumerated in paragraph 4, without restriction as to grade. Curricula that conform to this type, which may be regarded as the *Normal General Course*, need not be specially submitted to the Department. Such curricula may be taken as approved, subject to any amendment that the results of further experience may suggest. On the other hand, curricula which fail to include a study, on the Higher Grade level, of (a) one language other than English, and (b) either Mathematics or Experimental Science, must be submitted for approval in terms of the following paragraph.

7. The Department will be prepared to consider minor departures from the Normal General Course as regards individual pupils in any school, or the formation of more highly specialised courses for groups of pupils in schools where the resources of the staff as regards organisation allow of the formation of fully differentiated curricula. Definite proposals for schemes of study that fall outside the limits of the Normal General Course as described above, whether in respect of subjects or of grades, should accordingly be specially submitted to the Department (on Form A. 21), with an explanation of the considerations which have led Managers to propose them, of the facilities which the school possesses for their proper conduct, and of the object aimed at.

*It is essential that in every case approval be asked at the outset of the Course.* No application for *ex post facto* consideration will be entertained.

8. In all schemes at least three of the subjects selected must be studied to the Higher Grade level. As already indicated, one of these must be English. Spanish, Italian, History, Geography, Domestic Science and Music, in each of which there is only one examination, are reckoned as subjects on the Higher Grade standard. The present examination in Gaelic is on the Lower Grade standard. History and Geography are not reckoned as separate subjects at the Lower Grade stage.

9.—(a) The Leaving Certificate will not, as a rule, be granted to any pupil to whom the Department are unable, at the conclusion of the approved Course, to award Higher Grade passes in English and in two other subjects. The only further requirement will be a pass in at least the Lower Grade, at or after the Intermediate Stage, in a fourth subject, the systematic study of which has been continued to the end of the course to the satisfaction of the examiners appointed by the Department.

Candidates who have followed a Normal General Course, as defined in Section 6 above, must be presented in the Higher Grade in (1) English, (2) a language other than English, (3) Mathematics or Experimental Science.

(b) In considering the candidate's claim for a Certificate, comparative excellence in one subject will be allowed to compensate for slight weakness in another. To assist the Department in coming to a decision, the Headmaster will be asked to record his deliberate judgment on the merits of each pupil's work as a whole, that judgment to be based on a careful collation of the opinions of the various teachers. A very real responsibility will thus be laid upon the School Authorities.

\* Applications for a relaxation of this rule will be entertained only in the case of pupils who, not having followed a course specially approved as a suitable preparation for the Intermediate Certificate, are, nevertheless, going through what may fairly be regarded as a complete course of secondary education. In all such cases the previous sanction of the Department to their enrolment in Post-Intermediate classes should be obtained.

(e) Each Leaving Certificate will be strictly relative to the subjects of study embraced in the approved curriculum. As a rule, no entry on the Certificate will be allowed in respect of any subject that has not been studied throughout the Post-Intermediate Course, and no Leaving Certificate will be issued except on satisfactory evidence of the successful completion of the Course *as a whole*.

(d) The subjects included in the approved curriculum will be entered on the face of the Certificate, provided that the standard of a pass in at least the Lower Grade has been reached at or after the Intermediate stage, and subject to the proviso as to continued study in the immediately preceding paragraph. Endorsement will be made on the back of the Certificate of all subjects in which the standard of a Higher Grade pass has been attained, and of such subjects only.

(e) Pupils must be presented in English and at least two other subjects in the Higher Grade in the year in which they are candidates for the Leaving Certificate. (*See also Section 9 (a) above.*)

10. Special provision, on the analogy of the arrangements for the inspection of Science and Drawing, is made for the inspection of Music, Domestic Science, and any other subjects that may be included in the approved curriculum, but for which no provision is made in connection with the Written Examination. Particulars of the proposed courses of instruction in all such subjects, and in History and Geography as separate subjects, must be submitted for the approval of the Department at the beginning of the Course on a Form to be supplied for the purpose.

Scotch Education Department,  
7th July 1913.

J. STRUTHERS, *Secretary.*

## APPENDIX No. X.

(Referred to in Questions 55,188, 55,309, 55,469, 55,512, 55,613, 56,076, and 56,219.)

### MEMORANDUM.

Open Competitive Examinations for Junior Appointments in the Supply and Accounting Departments of the Admiralty, and other situations grouped therewith.

For any examination that may be held in the Summer of 1914, and for subsequent examinations, the subjects of examination will be as follows:

	Class I.	Marks.
Mathematics I.	- - - -	2,000
English	- - - -	2,000
General Paper	- - - -	1,000

#### Class II. (Lower Standard).

Mathematics II.	- - - -	2,000
French	- - - -	2,000
German	- - - -	2,000
Latin	- - - -	2,000
Greek	- - - -	2,000
History (English)	- - - -	2,000
History (European)	- - - -	2,000
Chemistry	- - - -	2,000
Physics	- - - -	2,000

#### Class III. (Higher Standard).

Mathematics III.	- - - -	4,000
French	- - - -	4,000
German	- - - -	4,000
Latin	- - - -	4,000
Greek	- - - -	4,000
Physics or Chemistry (one only)	-	4,000

All the subjects in Class I. must be taken up. No candidate will be eligible who fails to pass a qualifying examination in Arithmetic and English.

From Classes II. and III. Candidates may select subjects, one of which must be a language, carrying marks up to a maximum of 10,000, making with the subjects in Class I. 15,000 in all. The same subject may not be selected both in Class II. and in Class III.

The Syllabus will be as follows:—

\* MATHEMATICS I.—*Arithmetic.*—The ordinary rules, with applications more especially to the mensuration of plane figures and solids. The metric system, the use of decimals in approximate calculation, contracted methods. The use and theory of recurring decimals are not required. Candidates are at liberty to use algebraic symbols and formulas, tables of logarithms, and slide rules.

A separate paper will be set for the qualifying examination in Arithmetic. In this paper the use of tables of logarithms and slide rules will not be allowed.

*Geometry.*—Plane geometry, theoretical and practical; not excluding simple problems in three dimensions. Proportion may be treated arithmetically; the special treatment of incommensurables is not required.

*Algebra.*—Including graphs of the simpler algebraic functions; quadratic equations; use of graphs in solving equations, and in illustrating and solving practical questions; rate of variation of a function and gradient or slope of a graph; graphic interpolation; indices and the simpler properties of surds.

*Trigonometry.*—Up to and including solution of plane triangles; graphs of trigonometrical functions.

Grasp of elementary principles and readiness in practical application will be looked for, but no great analytical skill will be demanded. Numerical results should be given to a few significant figures, and rough checks on the accuracy of the results should be applied. Neatness and accuracy of working are expected, and

\* MATHEMATICS.—Credit will be given for the clearness and aptness of the language of your answers; deductions will be made for obscurity or slovenliness, and especially for bad grammar and the incorrect use of words or phrases. The use of mathematical symbols and of well established abbreviations like *lb.* and *cm.* is permissible; a calculation can often be exhibited quite clearly without the use of words; and a tabular form is often appropriate; but incomplete sentences such as are frequent in telegrams will be punished.

sufficient indication of the method of solution to make the work immediately intelligible.

The examination in Mathematics I. will include a laboratory test. Acquaintance is expected with the balance and steel yard and with the method of finding volume by weighing in air and in water. The laboratory test will carry 400 marks.

\* MATHEMATICS II. includes Mathematics I., together with—

**Mechanics.**—The principles of the lever, the inclined plane, the composition of forces, the virtual work, their experimental investigation and application to machines and other simple cases of equilibrium. Centre of gravity, couple or torque, velocity ratio, mechanical advantage or force ratio, work, efficiency. Application to liquids and gases. Density. Boyle's law. Pump, siphon, barometer, manometer. Velocity, acceleration, momentum, force, impulse of a force, energy, power or rate of work.

The examination in Mathematics II. will include a laboratory test, which will carry 400 marks.

\* MATHEMATICS III. includes Mathematics I. and II., together with—

**Geometry,** plane and solid. In addition to the Euclidian or synthetic method candidates should be acquainted with the Cartesian or analytical method, and should have some idea of Monge's method, i.e., of descriptive geometry. Under Cartesian geometry a knowledge will be required only of the elementary principles and methods, with straightforward applications to plane curves of common occurrence, and to the straight line and plane in space of three dimensions. A systematic knowledge of conics is not required. The methods of the Calculus may be used freely.

**Algebra.**—A working knowledge (without rigorous fundamental demonstrations) of the elementary infinite series for  $(1+x)^n$ ,  $e^x$ ,  $\log(1+x)$ ,  $\sin x$ ,  $\cos x$ , and their use in approximate calculations, especially in finding the slope at a given point of the graph of a function.

**Differential and Integral Calculus.**—A working knowledge of the notation and fundamental principles in so far as they can be illustrated graphically, with simple applications to the properties of curves, to turning values, and to easy mechanical and physical problems.

**Mechanics of solids and fluids**, including elementary notions of rigid dynamics, e.g., moment of inertia.

The examination in Mathematics III. will include a laboratory test, which will carry 800 marks.

**ENGLISH.**—English Essay. Précis.

**GENERAL PAPER.**—The question paper will be based on history, on such acquaintance with the outstanding features as an intelligent boy will pick up; the detailed knowledge to be acquired by its study as a school subject is not expected. The treatment will be wide; questions may be set on industries, social life, art, science, &c., in fact, on any human activity, everything being looked on from the point of view of its importance for the present time, and for boys of this nation. A liberal choice of questions will be allowed. A considerable proportion of marks will be allotted to style and method adopted in answering questions. The paper will be regarded (1) as a test of general intelligence; (2) as a test of power of expression and exposition; (3) as a test of general knowledge and education.

**FRENCH. CLASS II.**—The test will include Translation (from French), Set Composition (in which an English passage is given to be put into French), Free Composition (in which the candidate develops for himself a subject of which only the title or a summary is supplied), and Conversation. The candidate's translation must not only show that he understands the original, it must also be expressed in good English.

Conversation will carry 500 marks.

**FRENCH. CLASS III.**—Translation, Set Composition, Free Composition, Conversation, and Extempore Composition.

Conversation and Extempore Composition will carry 1,000 marks.

\* See Footnote to preceding column.

**GERMAN. CLASS II.**—The test will include Translation (from German), Set Composition (in which an English passage is given to be put into German), Free Composition (in which the candidate develops for himself a subject of which only the title or a summary is supplied), and Conversation. The candidate's translation must not only show that he understands the original, but must also be expressed in good English. The candidate is expected to write German in German characters.

Conversation will carry 500 marks.

**GERMAN. CLASS III.**—Translation from German, Set Composition, Free Composition, Conversation, and Extempore Composition.

Conversation and Extempore Composition will carry 1,000 marks.

**LATIN. CLASS II.**—Translation and easy Prose Composition. The candidate's translation must not only show that he understands the original, it must also be expressed in good English.

**LATIN. CLASS III.**—Translation and Prose Composition.

**GREEK. CLASS II.**—Translation and easy Prose Composition. The candidate's translation must not only show that he understands the original, it must also be expressed in good English.

**GREEK. CLASS III.**—Translation and Prose Composition.

**ENGLISH HISTORY.**—English History from the Norman Conquest to the death of Queen Victoria. A liberal choice of questions will be given. Candidates will be expected to show such a knowledge of geography as is necessary to the proper understanding of the history.

**EUROPEAN HISTORY.**—Candidates will be examined in one of the following periods at their choice:—  
*Period I.*—History of Greece and Rome to the death of Trajan; *Period II.*—A.D. 800 to 1519; *Period III.*—1519 to 1901. They will be expected to deal both with the constitutional and with the political history of their selected period. A liberal choice of questions will be given. Candidates will be expected to show such a knowledge of geography as is necessary to the proper understanding of the history.

**\*CHEMISTRY. CLASS II.**—The preparation (excluding details of technical processes) and properties of the non-metals, hydrogen, oxygen, nitrogen, sulphur, carbon, chlorine, and of the metals, sodium, zinc, iron, lead, tin, copper, and of the simpler and commoner compounds of the above-named non-metals and metals.

The principles of chemical change; oxidation and reduction; combustion; flame. Elements and compounds. Acids and alkalies; bases, salts. Allotropy. Methods of purifying bodies. The laws of chemical combination. The laws of Boyle and Charles. The diffusion of gases. Simple methods of determining equivalents. Outlines of the atomic and molecular theories.

**Laboratory Test.**—Candidates may be asked to set up simple apparatus, to observe the effect of heat or of reagents on substances supplied to them and to carry out simple experiments illustrating the preparation, purification, and properties of the substances named above. They may also be asked to perform simple quantitative experiments, such as the determination of the change in weight of a substance on being heated in air, or the determination of the volume of a gas given off when a metal is treated with an acid, or the volumetric estimation of acids and alkalies.

The laboratory test will carry 800 marks.

**\*CHEMISTRY. CLASS III.**—The principles of inorganic chemistry, including the study of the chief elements, and of their simpler and more important compounds. Questions may be asked on the chemical principles involved in the processes of manufacture of

**\* SCIENCE.**—Credit will be given for lucidity, orderly development, and aptness of language; deductions will be made for incoherence, irrelevance, obscurity, slovenliness of expression, and especially for bad grammar and the incorrect use of words and phrases. Chemical symbols must be restricted to their proper function and not used as a short-hand symbol for the name of the substance.

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*Laboratory Test.*—As in Class II., including the preparation and recognition of the simpler and more important inorganic substances, and simple quantitative analysis of inorganic substances.

The laboratory test will carry 1,600 marks.

\***PHYSICS. CLASS II.**—The subject matter of heat, light, electricity and magnetism as defined below, treated with special reference to the phenomena of everyday life.

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*Light.*—Laws of reflexion and refraction. Photometry. Reflexion at plane and spherical surfaces, and the formation of images. Refraction at plane surfaces and by prisms. Minimum deviation. The formation of images by single lenses. Use of spectacles. The combination of two lenses to form a simple telescope or microscope. Dispersion; the spectroscope, spectra

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*Electricity and Magnetism.*—Properties of magnets. Magnetic Induction. Methods of magnetization. Molecular theory. Magnetic fields and lines of force. The earth as a magnet. Elementary quantitative notions of strength of pole, magnetic force due to a pole, and strength of field. Properties of electrified bodies. Methods of electrification. Electric induction. Gold leaf electroscope. Electrophorus. Elementary quantitative notions of potential, capacity, and distribution of charge. Primary batteries and their theory. The secondary battery. Magnetic field due to a current. Simple galvanometers. Ohm's law with simple applications. Heating and chemical effects of currents. Outlines of electromagnetic induction.

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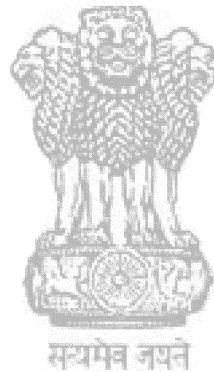
The laboratory test will carry 800 marks.

\***PHYSICS. CLASS III.**—The more advanced parts of Heat, Light, Sound, and Electricity and Magnetism.

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CIVIL SERVICE COMMISSION,  
LONDON, W.,  
April 1913.

\* See Footnote to preceding column.



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  - Continuance of present system approved, particulars *re*, and Board of Selection would not be much use, *Alison* . . . . . 56,259–5, 56,281
  - not Practicable, *Leathes*, 53,571–2, 53,654–5; *Heard*, 56,078, 56,096–8, 56,199–206.
  - School-leaving certificate:
    - Compulsory, for each candidate, scheme approved, *Leathes* . . . . . 53,810–20
    - Compulsory, for Scotch candidates only, would not be fair, *Alison* . . . . . 56,305–6
    - to Ensure certain level in all subjects advocated, and marks should be given for, but difficulties *re*, *Fletcher* . . . . . 55,469, 55,490–8, 55,527–44, 55,574–80
    - Establishment of, would keep boys at school longer, *Burnet* . . . . . 54,988
    - Institution of, for candidates advocated, if scheme *re*, and competitive examination adopted, *Struthers* . . . . . 54,629–34
    - Institution of qualifying examination until system of, introduced, advocated if present system adhered to, and scheme, *Struthers* . . . . . 54,629–34, 54,684
    - Presentation of, by candidates would not prevent cramming if age limit reduced to 19, *Burnet* . . . . . 54,920–1
    - Produced at, particulars *re*, and could be arranged to exclude unreliable, untruthful, or lazy boy, *Heath* . . . . . 54,415–7
    - Scheme, *Struthers* . . . . . 54,629–34, 54,742–3
    - Scheme for allotting certain number of marks for possession of, would slightly modify objection to reduction of age limit, *Irvine* . . . . . 54,214
    - Schoolmasters' opinion of great value, *King* . . . . . 55,644
    - Two or three years at University before going up for examination under existing system, more or less test of character, *Mollison* . . . . . 55,760–2, 55,834, 55,880
    - Want of, disadvantages of, *Strachan-Davidson* . . . . . 55,157
    - no Way of combining results of inquiries *re*, with result of written examination so as to affect candidates' final order, *Alison* . . . . . 56,221, 56,280
    - Clever Irish boy who had been at Dublin University for a year would have as much chance as English boy who had been to good public school, *Mahaffy* . . . . . 54,112–3(a)
- COMBINATION WITH HOME CIVIL SERVICE EXAMINATION:**
- to Advantage of Indian interests, *Leathes* . . . . . 53,602
  - May possibly cause a man who fails to get into Home Service entering I.C.S. without any inclination that way, *Leathes* . . . . . 53,788–9
  - Separation:
    - not Advocated and not necessary if age limit for Indian Civil Service 23 and for Home Civil Service 24, and different maximum might be set up for two examinations, suggestions, *Parry and Mollison* . . . . . 55,858–9, 55,861–6
    - would be involved by reduction of age limit, and disadvantages of, *Mollison* . . . . . 55,805–8
    - would lose many desirable men, *Mollison* . . . . . 55,807–8  - Competition a fairly good test of character and capacity on the whole, *Alison* . . . . . 56,294–301

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- Competition, system of, does not react on education, *Alison* . . . . . 56,276–9
- Competitive examination not sufficient in itself to secure desirable type of candidate and objections to, *Bruce*, 54,537–9; *Struthers*, 54,629–34, 54,673–77, 54,723–9, 54,785–90; *Cholmeley*, 55,396–8, 55,439–43, 55,445–6; *Neill*, 55,891, 55,914; *Alison*, 56,300–1.
- Competitive test alone without selection bound to produce cramming, *Fletcher* . . . . . 55,548
- Cramming (*see that title*):

  - should not cut across the middle of University career, and could be managed after completion of Arts course if scheme for age limit adopted, *Irvine* . . . . . 54,238–41
  - has Deteriorating effect on education, *Heard* . . . . . 56,204–5
  - Difficulties in way of any other system but competition for, might be too great, *Mollison* . . . . . 55,837
  - Difficulty of framing, on lines of school-leaving certificate, Universitary Bursary, and English University Scholarship examinations, *Struthers* . . . . . 54,744–6
  - Examination similar to that for Junior appointments to Admiralty advocated, and suggestions *re*, *Cholmeley* . . . . . 55,309, 55,407
  - Examiners should be allowed to confer in each particular paper, *Burnet* . . . . . 54,923–5
  - Exclusion of Scotch candidates, objections to, *Medley* . . . . . 54,555, 54,582–3
  - no Facts to prove that many undesirable persons get in through, but competitive nature of examination needs changing if highest standard to be obtained, *Cholmeley* . . . . . 55,444–6
  - favours Oxford and Cambridge as against Scottish Universities, *Medley* . . . . . 54,573
  - Field of selection should not be limited by exclusion of, and boys from crambers with suitable character certificates, and after school course, *Alison* . . . . . 56,220, 56,254–9
  - Framed for school-leaving age which would give English and Scotch boys equal chances, question of, and considerable difference between types of education, *Medley* . . . . . 54,580–1
  - Framed so as to attract scholarship men, difficulty, and suggestions *re*, *Warren* . . . . . 53,510–2
  - should be Framed to get best candidates, and not to suit schools, *Neill* . . . . . 55,920–4, 56,002–3
  - the Higher the standard selected for, the more likely that best candidates will be selected, *Cholmeley* . . . . . 55,312
  - Honours course after, would not be such an efficient training as present system, *Mahaffy* . . . . . 54,128–30
  - Inspection by Universities or Board of Education suggested to ensure that regular school test had been followed, *Fletcher* . . . . . 55,470
  - Intellectual standard of candidates, *Leathes* . . . . . 53,769–70
  - should not be Intellectual test only, *Cholmeley*, 55,343–4, 55,396–8, 55,439; *Mollison*, 55,738; *Alison*, 56,300–1.
  - Intended to fit English, not Indian, education, *Leathes* . . . . . 53,676
  - Interest taken by Secondary Schools in, increase and change suggested would further, *Bruce* . . . . . 54,428–9
  - too Large number of candidates for, danger of, *Heard* . . . . . 56,079

**LIMITATION OF PREPARATION FOR TO ACCEPTED SCHOOLS:**

  - Difficulties, *Bruce* . . . . . 54,464–6
  - Suggestion, *Cholmeley* . . . . . 55,312, 55,451
  - on Lines which would do equal justice to Irish and English school boy, could be arranged, *Mahaffy* . . . . . 54,098
  - Meeting of Lecturers and Professors interested in, held on March 9th, 1911, and statement of opinions expressed *re* proposed changes, and suggestions of, *Mahaffy* . . . . . p. 268
  - Memory would have more importance than in University examination, *Leathes* . . . . . 53,782
  - no other Method but open competition tried for, and selection would be an experiment, *Mollison* . . . . . 55,829–30, 55,836–7

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certain Moral qualities and not merely intellectual ability necessary to successful passing of, <i>Mollison</i>	55,831-5
<b>NOMINATION PREVIOUS TO:</b>	
Advocated, and scheme, <i>Norwood</i> , 55,189-91, 55,208-16, 55,243-7, 55,256, 55,289-94; <i>Neill</i> , 55,891, 55,905-11.	
would not Cause discontent among parents, <i>Norwood</i> 55,218-9	
Exclusion of Indian schools advocated, <i>Neill</i> 55,992-8	
Inclusion of all schools except foreign and continental advocated, <i>Norwood</i> 55,285-7	
Suggested if age limit lowered, and scheme, <i>Farguharson, Joseph and Ball</i> p. 251	
Supplementary system of preliminary selection to eliminate unsuitable candidates advocated, but difficulties re. and suggestions, <i>Parry and Mollison</i> 55,703, 55,733, 55,736-9, 55,742, 55,763-7, 55,772-8, 55,781-2, 55,827-8, 55,879-82	
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Number of European and Indian candidates, 1855-91, 1892-1912, <i>Leathes</i> p. 252-3	
Number of men who had special preparation for, particulars re, statement re, and amendment made, <i>Strachan-Davidson</i> 55,053-6	
<b>PHYSICAL TEST:</b>	
Advocated, and scheme, <i>Leathes</i> 53,575-6, 53,656-9	
Question of practicability, <i>Struthers</i> 54,752-5	
Physical and other tests advocated if scheme for selection prior to, not accepted, and scheme, <i>Neill</i> 55,891, 55,915	
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Preparation of candidates in cramming or special institutions outside school or university objected to, <i>Parry and Mollison</i> 55,703, 55,743, 55,745	
Present system does not give service pick of University men, but recruits on very high level, <i>Strachan-Davidson</i> 55,021	
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Prospect of subsidised University career would enhance attractions, <i>Bruce</i> 54,486	
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with Regard for ordinary course of studies in secondary schools, importance of, if age limit reduced, <i>Bruce</i> 54,431, 54,512	
Registering results in marks not approved, <i>Heard</i> 56,198	
Rejection after examination should be possible, <i>Cholmeley</i> 55,382-3	
Scheme re, forwarded by Secretary of Royal Commission, not approved, and particulars re, <i>Bruce</i> 54,438-41	
Scheme that candidates should enter University a year earlier than usual not approved, <i>Strachan-Davidson</i> 54,996-7, p. 246	
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<b>SECONDARY SCHOOLS, CANDIDATES FROM:</b>	
would mostly Come from day schools under proposed system, <i>Bruce</i> 54,536	
Scheme suggested would give fair chance to, <i>Bruce</i> 54,405	
Successful, particularly those from the schools in Aberdeen, and particulars re, <i>Irvine</i> 54,244-9	
Selection should be made on promise rather than performance if age limit lowered, and difficulty, <i>Burnet</i> 54,922	
Separate, for Scotland advocated, and scheme, <i>Struthers</i> 54,702-8	
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Suitable to all schools in Scotland, difficulties of cramming, <i>Heard</i> 56,124-8	
Supplemented by estimate formed after <i>viva voce</i> examination suggested, and particulars re, <i>Harrower</i> 54,805	
<b>SYLLABUS:</b>	
should be Adjusted so as not to encourage cramming in schools, <i>Leathes</i> 53,570	
Alterations and improvements in specimen schedule suggested, <i>Fletcher</i> 55,469	
Alteration in favour of Indian students possible, and suggestion re, <i>Leathes</i> 53,852-6	
<b>Arabic:</b>	
Increase of marks for, <i>Leathes</i> 53,672	
Rarely taken, <i>Leathes</i> 53,861-3	
Same marks for, as for Latin and Greek not objected to, <i>Strachan-Davidson</i> 55,047	
Standard should be lowered, <i>Mahafy</i> p. 268	
Based on school subjects would not present any difficulties in Scotland, <i>Medley</i> 54,573	
Change in, is to be made, <i>Leathes</i> 53,675	
<b>Classics:</b>	
Greek and Roman history should be included in as one subject, <i>King</i> 55,665	
Mathematics, science and, should have most marks allotted to them, <i>Cholmeley</i> 55,401	
Questions on Classical Archaeology advocated, <i>Mahafy</i> p. 268	
Question of marking modern languages and history on same scale as, <i>Cholmeley</i> 55,409	
not much Stress should be laid on, and conditions have changed re, <i>Cholmeley</i> 55,399-405	
Unseen translation in prose composition advocated; but no grammar, <i>King</i> 55,666-70	
<b>Verse:</b>	
Optional paper, advocated, <i>King</i> 55,664	
Papers in, advocated and suggestions, <i>Fletcher</i> 55,588-9	
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English compulsory, advocated and general standard should be good, <i>Cholmeley</i> 55,407	
general English paper and essay paper of scholarship type advocated, <i>Fletcher</i> 55,586	
French and German should not be on level with Latin and Greek, <i>King</i> 55,613, 55,635	
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History, question of marking on same scale as classics and mathematics, <i>Cholmeley</i> 55,409	
Indian History not so important as Greek or Roman history, and should not have same marks, <i>Strachan-Davidson</i> 55,048-52	
<b>Law:</b>	
Compulsory, suggested to remedy present defects in knowledge of, suggestions, <i>Parry and Mollison</i> 55,703, 55,718-9, 55,838-43, 55,867-8, 55,875-8.	
Compulsory, would not restrict number of candidates entering for Indian Civil Service examination as far as Cambridge University concerned, <i>Mollison</i> 55,840-3	
Inadequate number of marks given for, under present system, <i>Mollison</i> 55,718, 55,875-7	
Included in list of subjects as part of liberal education, for many years, but not compulsory, <i>Mollison</i> 55,838	
Limitation of liberty of choice to groups of allied subjects unnecessary, <i>Cholmeley</i> 55,309	
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Alterations in scheme for, suggested, <i>Fletcher</i> 55,514-22, 55,533-6	
in Case of reduced age limit not entirely approved, and details, <i>Fletcher</i> 55,512-22	
<b>on Lines of Bursary Examination:</b>	
Advocated if age-limit reduced to 19, and particulars re standard, <i>Harrower</i> 54,828-33	
at School-leaving age, not advocated, <i>Burnet</i> 54,998-40	

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- On Lines of Bursary Examination—continued.  
 Suggestions *re*, and preferred to alteration to system of Oxford and Cambridge Scholarships, *Lodge* . . . . . 53,417-23  
 on Lines of Oxford and Cambridge Scholarships examinations :  
 Advocated if age limit reduced, *Norwood* . . . . . 55,188,  
 55,204, 55,273-5 ; *Heard*, 56,076, 56,082,  
 56,085.  
 Advocated, but difficulty *re*, *Fletcher* . . . . . 55,469,  
 55,484-8, 55,501, 55,565-6  
 Advocated, and schemes, with certain modifications, *Leathes* . . . . . 53,557-64, 53,779-85, 53,807-8,  
 53,825-6, 53,852-60 ; *Bruce*, 54,404-8, 54,431,  
 54,435, 54,442(a)-51 ; *Heath*, 54,487-91,  
 54,512-6, 54,519-23, 54,543-6 ; *King*, 55,613,  
 55,622, 55,663, 55,684-6, 55,690.  
 not Advocated, *Alison* . . . . . 56,219, 56,245  
 no great Difficulty anticipated *re*, *Norwood* . . . . . 55,250-2  
 Disadvantages of cramming would be diminished, but Service would obtain men of one-sided type by, *Mollison* . . . . . 55,708, 55,759  
 would Handicap Scotchmen. *Struthers* 54,661-2  
 Possible but not altogether satisfactory, *Lodge* . . . . . 53,363-9  
 Preparation that would be necessary for, and special classes would have to be made in schools, *King* . . . . . 55,627-9  
 Question of *Warren* . . . . . 53,481  
 Scotch candidate could not pass, if school-leaving age adopted for, *Harrower* . . . . . 54,827  
 too much Specialised for purpose of, *Cholmeley* . . . . . 55,309, 55,330  
 some Specialisation would be necessary for, but would not interfere with school course, *Mollison* . . . . . 55,710-1  
**Marking of subjects:**  
 Allotment of marks to different subjects needs attention, *Cholmeley* . . . . . 55,405-8  
 should be Differentiated according to difficulty and length of course involved, *Fletcher*, 55,581-9 ; *King*, 55,613, 55,635.  
 for Promise, question of, examiners would have to be permitted to confer together if system adopted, *Leathes* . . . . . 53,821-4  
 so as to Relate examination closely with normal working of certain type of school, could be done, but would be very difficult, *Warren* . . . . . 53,515-8  
 Satisfactory as far as Oxford is concerned, *Warren* . . . . . 53,513-4  
 System satisfactory with one exception, *Strachan-Davidson* . . . . . 55,038-45  
 Mathematical and natural science candidates should offer one foreign language, *King* . . . . . 55,613  
 Mathematics :  
 Compulsory, advocated, *Cholmeley* . . . . . 55,407  
 Papers should be similar to those set in scholarship examinations at Oxford and Cambridge, *King* . . . . . 55,613  
 Question of marking modern languages and history on same scale as, *Cholmeley* . . . . . 55,409  
 Modern languages :  
 History of languages should be compulsory, *Mahaffy* . . . . . p. 268  
 Liberal marking of, advocated, *Cholmeley* . . . . . 55,406  
 Question of marking on same scale as classics and mathematics, *Cholmeley* . . . . . 55,409  
**Optional subjects :**  
 Classified groups of, not advocated, *Alison* . . . . . 56,219  
 should be Classified in groups with limited power of choice outside group, *King* . . . . . 55,613  
 Entirely optional papers not advocated, *Bruce* and *Heath*, 54,389, 54,407 ; *Cholmeley*, 55,309, 55,408 ; *Alison*, 56,219, 56,339.  
 Ordinary school course sufficient preparation for, *Cholmeley* . . . . . 55,368-72, 55,423  
 Persian, should not be marked too highly, *Strachan-Davidson* . . . . . 55,047, 55,171-6  
 both Physics and chemistry should be possible for a candidate, *King* . . . . . 55,613

**Indian Civil Service Examination—continued.****SYLLABUS—continued.**

- Principles laid down by Lord Macaulay's Committee :  
 Examination on lines of Oxford and Cambridge Scholarship examination would be departure from, *Mollison* . . . . . 55,708, 55,759  
 not Strictly adhered to, and scheme suggested not considered opposed to, and particular *re*, *Irvine* . . . . . 54,222-5  
 Questions practically identical in character with those set in Honours examination in University, but marking different, *Lodge* . . . . . 53,400-1  
 Rearrangement advocated if suggested age limit is adopted, *Irvine* . . . . . 54,140, 54,219-21  
**Sanskrit :**  
 Increase of marks for, *Leathes* . . . . . 53,672  
 same Marks for as for Latin and Greek not objected to, *Strachan-Davidson* . . . . . 55,047  
 Scheme suggested *re*, would be suitable for public and secondary schools boys, *Leathes* . . . . . 53,558, 53,565  
 Science, liberal marking of, advocated, *Cholmeley* . . . . . 55,406  
 School-leaving certificate examination, standard, competitive examination could not be passed on same curriculum, *Struthers* . . . . . 54,642-4, 54,756-61  
 Scope should be given to candidates of good general ability, *King* . . . . . 55,613  
 Specialisation not desirable, *Cholmeley* . . . . . 55,408  
 Standard corresponding with values which are assigned by the University not possible, *Leathes* . . . . . 53,675  
 Suggestion that group of subjects might be arranged to suit Scottish candidates, question of possibility, *Harrower* . . . . . 54,845-51  
 Suitable for various kinds of schools, difficulty, *Warren* . . . . . 53,482-4  
 Suits Edinburgh University very well, *Lodge* . . . . . 53,399  
 Valuation of subjects, particulars *re*, and absolute justice impossible, *Leathes* . . . . . 53,678-9  
**TWO ATTEMPTS FOR :**  
 Advocated if possible, and scheme, *Hopkinson* . . . . . 53,991-7  
 Advocated, and suitable candidates often fail in first attempt and get in at second, *Cholmeley* . . . . . 55,326-9, 55,434-5  
 not Advocated, and field of candidates would not be restricted if only one chance given, *Fletcher* . . . . . 55,550-1  
 not Advocated unless illness interferes with entrance of candidate, *Mollison* . . . . . 55,855-6  
 Candidate should have two tries for after taking degree, *Mahaffy* . . . . . 54,036  
 might Encourage cramming, and suggestions for removal of difficulty, *Leathes* . . . . . 53,705-8  
 not Important, *Irvine* . . . . . 54,230-3  
 Period between failure in first attempt and second attempt, preparation of candidate, particulars, *Cholmeley* . . . . . 55,436-8  
 Question of desirability of, *Leathes* . . . . . 53,778  
**UNIVERSITY COURSE PREVIOUS TO :**  
 Candidates should enter for examination some weeks after graduating, but modification would be necessary, *Chapman* . . . . . 53,910  
 Compulsory attendance for three years advocated, and scheme, *Hopkinson* . . . . . 53,921-3, 53,943-4, 53,952  
 Entrance two months after taking degree advocated, *Hopkinson* . . . . . 53,983-4  
 Preferred to probation at University after, *Struthers* . . . . . 54,640, 54,719  
 Scheme for, if age limit suggested is adopted, *Harrower* . . . . . 54,841-2  
 should not be Shortened, *Strachan-Davidson* . . . . . p. 246-7  
 Taking boys from school at 17 and sending to University for one year previous to examination, objections to, *Burnet* . . . . . 54,955-7, 54,982  
 Three years, objections to, *Hopkinson* . . . . . 54,016-8

**Indian Civil Service Examination—continued.**

Used by Foreign Office and Diplomatic Service with lower maximum, and increase in intellectual standard of candidates, *Mollison* - - - - - 55,780

**VIVÂ VOCE EXAMINATION :**

Advocated, and schemes, *Leathes*, 53,578-86, 53,660, 53,884-6; *Burnet*, 54,910-4.

Advocated if age limit reduced, and particulars re, *Heath*, 54,496-8; *Bruce*, 54,553; *Cholmeley*, 55,410-4.

Advocated if scheme re nomination not adopted, and particulars re, *Norwood* - - - - - 55,276-7 in All subjects not advocated, *Fletcher*, 55,603-6; *King*, 55,645.

Character test desirable but difficult, and particulars re, *Burnet*, 54,891-2, 54,908, 54,961-4; *Alison*, 56,282-3.

Desirable, and ultimate decision in selection of candidates should depend upon suggestions, but no marks should be given unless absolutely necessary, *Fletcher* 55,567-7a, 55,571, 55,573, 55,607-8

Examination would be lengthened greatly by, *Fletcher* - - - - - 55,603-6 in Foreign languages only, at present, *Leathes* 53,579

(see also under names of Schools, Colleges, and Universities.)

**Indian Government Service**, man who wishes to enter in any department, except I.C.S., is allowed preliminary medical examination, *Charles* - - - - - 53,193

**Indian Medical Service**, mortality returns of members of I.C.S. received by, but not returns showing illnesses in the different provinces, *Lukis* - - - - - 53,264

**Indians :**

might Compete for competitive examination, and suggestions re, *Bruce* - - - - - 54,517-9

Difficult for, to pass I.C.S. examination, and lowering of age limit would practically exclude, *Leathes* 53,851-3

Educational abilities, comparison with those of English not possible, *Leathes* - - - - - 53,843 Importance of University training for, *Parry* 55,746

**MEDICAL EXAMINATION OF :**

Diseases common to, and particulars re, *Taylor* 54,377-9

Eyesight usually defective, and procedure re, *Taylor* 54,373-7

Importance of examiner knowing personal conditions of India, *Charles* - - - - - 53,244-9

Indians would not suffer from raising of standard of, if standard were correlated, *Lukis* 53,241-2

Percentage, not large, and particulars re complaints *Charles* - - - - - 53,292-3

Physique and eyesight does not compare favourably with Europeans, *Taylor* - - - - - 54,370-5

Preliminary examination two years before competitive examination, question of value of, *Lukis* 53,314

Physique good and not much difference between that of English students and, *Lukis* - - - - - 53,330

**PROBATIONERS :**

should be Chosen in preference to other Indians to enter Oxford, but if number too great, separate institution should be instituted, and scheme, *Strachan-Davidson* - - - - - 55,089-104

No Complaints received from, *Leathes* - - - - - 53,717

Special institution would not remove any bad feeling between English probationers and, *Parry* 55,822-3

Reservation of proportion of appointments for, in I.C.S., advocated, *Cholmeley* - - - - - 55,312

School-leaving certificate, difficulties re, if Indians examined in England, *Leathes* - - - - - 53,882-3

**Indian students in England :**

at Aberdeen University, very few, *Irvine* 54,166-7, 54,234

Age of arrival in England, opinion re, and later not advocated, *Lukis* - - - - - 53,295-7, 53,330-1

**Indian students in England—continued.****AT CAMBRIDGE UNIVERSITY :**

Many unsuitable students come hoping to be candidates for I.C.S. examination, and find out mistake too late, *Mollison* - - - - - 55,783-5

Medical students and law students and others among, besides candidates for I.C.S. examination, and question of increase in number and in distribution among colleges, some difficulties, *Parry* and *Mollison* - - - - - 55,784-800

Number, and relations with English students, distribution among various colleges, &c., and social life, *Parry* - - - - - 55,747-53, 55,794-800, 55,819-24

**Probationers :**

Increase not anticipated, *Parry and Mollison* 55,783

Relations with English probationers, *Parry and Mollison* - - - - - 55,800, 55,821-4

**AT EDINBURGH UNIVERSITY :**

Difficulties mainly due to influence of colonial students, but efforts being made to correct, *Lodge* - - - - - 53,429-37

None read for I.C.S., *Lodge* - - - - - 53,409 Number, and particulars re degrees taken by, *Lodge* 53,377-9, 53,432

at Glasgow University, particulars re, *Medley* 54,622-5

**AT LONDON UNIVERSITY :**

Number, and system of supervision, and particulars re, *Neill* 55,938-41

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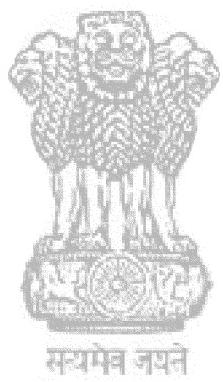
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